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ABSTRACT

This guide, which is intended for instructors of incarcerated youth, contains materials for use in helping incarcerated youth make the transition from incarceration to a productive life. Presented first are an overview of the project during which the guide was developed and a brief history of educational programming for incarcerated youth in New York State and in the United States. Discussed next are the following: the recovery model and its implications for curriculum/instruction; roles/responsibilities within correctional facilities; the self-awareness, academic, problem-solving, vocational, communication, life management, and transition skills needed by incarcerated youth; ways providers can facilitate learning (adapt to environment, assess student needs, create learning communities, contextualize, and use instructional strategies); special contributions from educational administrators; and mandates (New York state laws regarding education in correctional facilities and employment rights). The remaining 75% of the guide contains lesson plans and handouts for use in helping incarcerated youths develop needed skills. Each lesson plan contains some/all of the following: goal, outcome objective, list of required instructional materials; and one or more learning activities. The bibliography contains 23 resources. Appended are the following: a discussion of the challenge of service provision for incarcerated youth; instructions for requesting modified high school equivalency examination; a sample rap sheet; and an acronyms glossary. (NM)

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FROM INCARCERATION TO PRODUCTIVE LIFESTYLE

Making the Transition: An Instructional Guide for Incarcerated Youth Education

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Making the Transition: An Instructional Guide for Incarcerated Youth Education

The University of the State of New York
The State Education Department
Office of Workforce Preparation and Continuing Education
Albany, New York 12234

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I. INTRODUCTION

One of the foremost duties of a responsible society is to educate its citizenry. In the United States, it can be argued that educating our youth is an indisputable "given," something to be taken for granted. We send our children to preschool, to grade school, to junior and senior high school, and, sometimes, to college or to some other postsecondary schooling such as trade school. Similarly, the importance of adult education is more and more often acknowledged and appreciated. Despite this strong emphasis on education, however, one group for whom education is only beginning to earn the attention it deserves is incarcerated youth.

Teenagers and young adults (ages 16 – 24) are being incarcerated at an alarming rate. In fact, the number of youth under age 18 incarcerated in state prisons has more than doubled in a five-year period (Bureau of Census, 1993). Despite the causes of and reasons for incarceration, the fact remains that these young people do not have ready access to traditional venues of education due to their incarceration. It is sadly ironic that a population so badly in need of guidance, perhaps more so than their nonincarcerated peers, is less apt to receive proper attention.

There are a variety of findings that suggest that incarcerated youth are indeed more in need of guidance than their nonincarcerated counterparts. For example, several studies indicate that a significant percentage of incarcerated youth (in one study as high as 75 percent) are with disabilities or have below-average cognitive abilities. In most traditional schools, a student with such a deficit probably receives special education to hone reading, writing, and arithmetic skills. Incarceration makes a student no less deserving of the same treatment.

In addition to basic academic competencies, many incarcerated youth are in need of other skills, particularly certain life-management skills. The need for decision-making skills, parenting skills, alcohol and other drug education, and transition skills is made clear by several alarming statistics:

- Nearly 70 percent of incarcerated youth in New York State are parents.
- 92 percent of incarcerated youth were nonvirgins, 60 percent never or seldom used condoms, and only 16 percent used birth control for first intercourse (Melchert and Burnett, 1990). A study that took place in a New York women's prison indicated that 20 percent of the women tested positive for HIV (Ragghianti, 1994).
- Nearly 2/3 of the 450,000 offenders in state prisons are substance abusers (Wagoner and Piazza, 1993).
- New York criminal justice agencies estimate a recidivism rate of 72 percent to 76 percent for youth and adults (16–24) incarcerated in county correctional facilities.

Addressing these issues, which are but a portion of the challenges faced by incarcerated youth, can seem overwhelming not only to the incarcerated youth themselves, but also to their service providers. In addition to the diversity and quantity of problems, educators and other service providers are hampered in their efforts by a variety of other barriers. The uncertainty and short length of incarceration, lack of funds, overcrowding, and lack of support from other key players in the correctional facility are but a few constraints with which many service providers must work.

Need for Instructional Guide

These constraints must be minimized for educators and service providers to remain focused on their main goal: facilitating a successful transition of incarcerated youth back to a nonincarcerated environment. This instructional guide will assist educators and other service providers in their quest to maximize the, albeit limited, opportunities for education in the correction setting by first looking at a brief history of such programming in county correctional facilities. This background underscores the need for effective educational programming now.

The reader of this instructional guide will then learn about life within the correctional facility. Because this setting is so vastly different from the environments in which learning typically takes place, it is no surprise that the actual art of education is vastly different as well. Educators must know not only how to reach sometimes very alienated and unmotivated students, but also be aware of the dynamics of the facility. The respective roles and responsibilities of inmates, corrections officers, and administrators will impact the education provider. In addition, the providers may find themselves answering to two "bosses": the correctional facility staff and the affiliated school district staff. Communicating and interacting with all of these players, while at the same time maintaining their own security, is truly a challenge for new, and sometimes even more experienced, educators in correctional facilities.

Lest one gets trapped in the politics involved, education providers must continually focus on what their clients, i.e., incarcerated youth, need. From assessment to marketing to recruiting, educators must strive to understand where their students are coming from and where they are going. Educators should be secure in knowing that they can rely on both the school district and corrections administrations for assistance in meeting the needs of incarcerated youth and facilitating their transition to the "outside" world.

This instructional guide is another source of assistance for education providers. In addition to general knowledge about the field of incarceration, this guide includes very practical suggestions for the how, what, and when of program delivery. New educators can refer to the sample lessons and other sections of the guide to answer their questions about selecting appropriate instructional materials, dealing with logistical problems, and recognizing important data. Please note that incarcerated youth will be characterized most frequently as "learners" or "students." If the particular context is the corrections environment rather than the education program, the word "inmates" will be used. Also, in referring to incarcerated youth and adults, the age range is assumed to be 16 to 24.

Finally, this document will serve as a motivational piece for educators, both new and more experienced. It offers insight into what does work and why, instead of merely noting what does not work. It illustrates successes, in contrast to much of the current literature that focuses on failures. As voiced by many practitioners in the field, a resource such as this is invaluable for orienting new staff, refreshing more experienced staff, and facilitating networking among all staff.

Project History

This instructional manual was developed in response to the aforementioned demand from educational providers serving incarcerated youth and adults in county or municipal facilities statewide. These providers prioritized their major concerns and needs about providing educational services to their populations. The highest priority in terms of both need and urgency was curriculum development. Hence, a multiphase project was undertaken to determine a format and content that would be most helpful for providers to incarcerated youth.

A comprehensive literature review was conducted as Phase I of this project. Major findings of a review of all relevant literature were summarized in a document entitled *The Challenge of Service Provision for Incarcerated Youth: A Review of the Literature* (see Appendix A). The literature review concluded with a list of recommendations for incarcerated youth programming. These recommendations were used to more clearly define the objectives of the overall project.

The objective of Phase II of the project was to gather information on content and format from providers. This information was gathered via focus groups and surveys.

> *Focus groups* were conducted in both upstate and downstate New York. A select group of instructors, counselors, administrators, corrections personnel, and incarcerated youth were invited to explore the issues and needs regarding curriculum development for incarcerated students.
>
> A *survey* was mailed to all providers of incarcerated youth in New York State. The survey was designed to obtain as much input as possible from a larger sample than was available through the focus groups. To that end, the survey questions followed the issues addressed in the focus groups, *i.e.*, desired outcomes unique to incarcerated youth and adults and educational providers serving them, barriers to student learning and possible solutions to those barriers, innovative instructional strategies proven successful, and components of the ideal instructional manual.

The enthusiasm of the focus group participants and the overwhelming response to the survey underscored the desirability of focusing on curriculum development. The outcomes of Phase II indicated that a document used simultaneously as a reference tool, as an introductory handbook for new staff, and as a source of staff development and sample lesson ideas would be of great use to providers. In short, providers were looking for this instructional manual.

Statement of Mission

The public mood toward young people being incarcerated for serious offenses is one of stiffer penalties and sentences. National and state leaders are improvising variations on the "three strikes and you're out" theme. Clearly, these actions are not solutions to the complex problems confronting young people in the criminal justice system. Intervention programs must be designed to reclaim these young people from a system that does not work and place them in a supportive environment to pursue a viable career pathway.

The mission of the Incarcerated Education Program for New York State county correctional facilities is to increase the economic self-sufficiency of youth and adults after release and, thereby, reduce the likelihood of their repeat criminal behavior and recidivism. The New York State Education Department, Office of Workforce Preparation and Continuing Education, in collaboration with the New York State Association of Incarcerated Youth and Adult Programs, is committed to developing and implementing programs which will lead these young people toward productive lives on the job, with their families and friends, and in the community.

Goal and Objectives

This instructional guide was developed specifically for providers of education to incarcerated youth and adults (16–24), whether administrative or instructional, full- or part-time, paid or volunteer. It was designed based on suggestions of such providers to address specific problems of incarcerated youth and those who are helping them. The relevance of the information to specific settings will vary somewhat, and users of this document are encouraged to adopt and adapt sections of the manual to fill their needs.

Generally, however, all users should benefit from the document's overall goal and objectives. Namely, this guide offers support, background information, and positive strategies for education providers within county or municipal correctional facilities. With this knowledge, education providers will be able to:

- ☐ Apply various models of learning and experiences of educational programming to their own setting and population.
- ☐ Understand the relationships between and among inmates, corrections officers, administrators, and themselves, and how these relationships impact communication, security, and program delivery.
- ☐ Recognize what incarcerated youth need and how instructors and administrators can fulfill those needs.
- ☐ Deliver instruction using lessons appropriate for incarcerated youth and consistent with timeframes and mandates.
- ☐ Seek out and utilize various types of resources for information and guidance.

II. BRIEF HISTORY AND FUNDING OF EDUCATIONAL PROGRAMMING

Education programs for incarcerated youth and adults have only recently been formalized in county correctional facilities across the state. Prior to the enactment of laws making provision for educational services to incarcerated youth in 1986, education was sporadic and tended to occur only in the larger facilities. This is not to understate the contributions that those programs made to the young people who had access to education. Programming was sponsored by a number of different organizational entities including: local educational agencies, Boards of Cooperative Educational Services (BOCES), Literacy Volunteers of America affiliates (LVA), postsecondary institutions, and community–based organizations (CBOs).

LVA particularly contributed to these early programs by providing tutorial services in both county and State prisons in New York. A variety of instructional models were utilized by LVA. A common model was based in a local school district which had the responsibility for testing individuals. Those with low level reading skills were referred to LVA. Dedicated volunteers elected to provide services in correctional settings and contributed enormously to basic skills and English for Speakers of Other Languages (ESOL) instruction for incarcerated youth and adults.

In early 1986, Chapter 683 of the Laws of New York State made provision for and formalized educational services to youth, ages 16–21, incarcerated in correctional facilities maintained by counties or by the City of New York. The regulatory authority, Part 118 of the Regulations of the Commissioner of Education (which implements Chapter 683), requires that school districts in which such correctional facilities are located provide educational services to youth who are under age 21 and have not received a high school diploma. Sixty school districts in which county correctional facilities are located are required to file an annual program plan for the approval of the Commissioner of Education.These districts were required to submit annual final reports until 1995. Legal and regulatory authority is presented in more detail in Chapter VIII.

Sustaining the Incarcerated Education Program is accomplished through a mix of funding sources. Incarcerated adults (over 21) who do not have a high school or equivalency diploma are eligible for program reimbursement under Employment Preparation Education (EPE) aid. On the other hand, youth (21 and under) are eligible under Chapter 683 for State aid through local education agencies (LEA) or BOCES.

Another funding source is Adult Education Act Section 326 funds of which 10 percent are set aside tor incarcerated and institutionalized adults. Also, Vocational and Applied Technology Education Act (VATEA) funds are available for occupational training. Finally, funds under Chapter I, for neglected and delinquent youth (16–17), are available to supplement established education programs under Chapter 683.

Job Corps, administered by the United States Department of Labor, also provides a significant resource to incarcerated youth and adults, ages 16–24. Under an agreement between the U.S. Department of Labor and the New York State Education Department, Job Corps has agreed to provide priority bedding to offenders who have been screened and recommended for assignment from a county correctional facility. Education and jail staff have been trained in screening and admission procedures for Job Corps. In addition, staff of CBOs, Legal Aid Society, and Parole and Probation have also been trained in issues related to Job Corps as an alternative to incarceration (ATI).

Once offenders have been assigned to a particular Job Corps, follow-up on their status occurs, often, in person. Several Job Corps sites have flexibility in the range of services they provide. For example, the Oneonta Job Corps admits mothers with up to two children from ages 12 months to four years for apartment lodging. Day-care facilities for children are provided while their mothers attend school. Day care is also provided at Job Corps sites that have nonresidential components, including the Brooklyn Gateway Job Corps and the South Bronx Job Corps Center (both affiliated with the New York City Board of Education).

III. A RECOVERY MODEL: Implications for Curriculum and Instruction

Historical interest in education for incarcerated youth and adults (16–24), more recent social and political attention, and a considerable funding base have generated substantial interest in corrections education. While the concern is gratifying, it is vital that the academic expectations placed on these young people be realistic, given the realities of their lives and their incarceration. It is clear from *The Challenge of Service Provision for Incarcerated Youth* that the majority of youth enter the juvenile justice system with family or institutional system histories of trauma and exploitation, rendering them potentially traumatized.

A recent work by Judith Lewis Herman, M.D., entitled *Trauma and Recovery,* describes an approach which has implications for working with young people in a corrections setting. The author reviewed conclusions from her own revolutionary research and examined atrocities of sexual, domestic and political life: "...horrible things that no one really wants to hear about." Dr. Herman investigates the common consequences to these trauma victims and designs a new conceptual framework for psychotherapy with traumatized people. The effects of traumatic events are very complex, differing often from victim to victim. Traumatic events are by their very nature so unspeakable as to be secret, and so savage as to compel truth–telling. According to Herman, "...far too often, secrecy prevails, and the story of the traumatic event surfaces not as a verbal narrative but as a symptom." She goes on to name this syndrome which "...follows upon prolonged, repeated trauma *complex post–traumatic stress disorder.*" The author then suggests a unique approach to recovery which relies heavily on integration rather than catharsis, the more traditional psychotherapeutic technique.

Healing adults who have been exposed to repeated trauma from which significant personality erosions have occurred is an enormous challenge. Of even greater consequence, maintains Herman, is "...repeated trauma in childhood which forms and deforms the personality." Children who are trapped in such an environment have potentially lifelong struggles with issues of trust, safety, control, and power.

Many incarcerated youth and adults are or were these same children described by Judith Herman. They feel mistrustful, in danger, out of control, disempowered, and disconnected. While education programs for incarcerated youth and adults are not equipped to provide the long–term therapy necessary for healing and recovery, Herman's model for recovery can help educators design programs and environments which make learning possible.

Herman introduces her model as creating a sense of empowerment and connection during the recovery process. Human connection is critical to this model because healing cannot occur in isolation, nor can learning. The author describes the re–creation of psychological faculties of trust, control, autonomy, initiative, competence, identity, and intimacy, all damaged and deformed during trauma. She further describes this recovery as a conceptual framework consisting of three stages: establishment of safety, remembrance and mourning, and reconnection with ordinary life.

In education programs for incarcerated youth and adults, the impact of prolonged trauma upon the learner and the learning process cannot be emphasized enough. Applying each stage in the model to the setting for the incarcerated education program can provide us with clues to mediate the effects of the trauma on learning. The first stage, the establishment of safety, occurs initially with a sense of power and control over the self, moving to control of the environment. Clearly, in an incarcerated milieu, there is potentially little control of the environment. As administrators and teachers plan and carry out their programming, however, restoring a sense of personal safety is paramount. They should ask themselves "What can I do within the program to contribute to personal safety?" Predictability, relevance, a support system, goal-setting and problem solving for the future, a safety plan, and unending patience are minimally necessary as the learner painstakingly inches from isolation to the very beginnings of trust and connection.

The second stage of the recovery model as it applies to learning is even more challenging because it implies the telling of the story. Clearly, neither the educational setting nor the educator is equipped to take on the challenge of remembrance. It is possible in the educational setting, however, to acknowledge the impact of trauma on students' lives, to refer to the stories of their lives as they have unfolded, to mourn the dark turns and hard knocks, and to transform those stories in the future, changing their direction. The transformation of the story can become a framework for introducing the transition phase. The challenge of the transformation, of moving in new directions and establishing new support systems, requires extraordinary planning and difficult choices. Educational surroundings have an important role to play as student stories are transformed from failure and isolation to power and social safety and intimacy. Instructional strategies involve writing in journals, composing short stories and poetry, learning about the theater, recording stories using video and audiotapes, and drawing. All of these strategies challenge the students to tell their stories, and to change and to transform them.

The final stage of Herman's model flows from the previous two stages. This stage is marked by the reclamation of the learner's world: new relationships, new beliefs, and sustaining faith. The extent to which the correctional facility, the family, and the community collaborate in supporting the student to accomplish these tasks greatly influences the outcome of the student's story. The use of peer support networks, family supports, self-help groups, case workers, and instructors all can reinforce the safety and intimacy of the environment, making reconnection possible and transformation of the story likely. Reconnection is, in fact, the quintessential transition program.

IV. WITHIN THE CORRECTIONAL FACILITY: Roles and Responsibilities

Incorporating Herman's model into an educational program operating within a county or municipal correctional facility requires a thorough knowledge of its operation: the realities, the politics, the opportunities, and the barriers. Such knowledge can be gleaned by examining the roles and responsibilities of a correctional facility's population. The nature of the interaction between inmates, corrections officers, administrators, and education providers interrelates with the flow of communication within the correctional facility. Communication, of course, is key not only to providing instruction, but also to maintaining the safety of all personnel.

It is not this document's intent to comprehensively list all possible roles and responsibilities of a correctional facility's population. Rather, this section serves as a reminder that incarcerated youth are, in at least one aspect, no different from educators, corrections officers, administrators, etc. That is, everyone is influenced by the different roles they play, and with every role comes a myriad of responsibilities.

For incarcerated youth, their role as an inmate carries with it a main responsibility of acquiring life skills necessary for leading a socially productive life that does not involve further delinquent or criminal activity. In acquiring these skills, incarcerated youth become learners. Preparing for a socially productive life also means adopting the role of worker. Furthermore, in their roles as either parent, child, or sibling, most incarcerated youth also have family responsibilities.

Juggling the responsibilities of multiple roles often results in incarcerated youth having to choose between competing priorities. Unfortunately, according to the frustration expressed by many educators, education is too frequently a low priority. This is especially true for some incarcerated youth who may not have been brought to trial, so participation in jail programming is voluntary. Their preference for recreational activities or for visiting with family and friends over educational programming is not difficult to understand. In addition to competing priorities, there are other reasons why incarcerated youth may not be enthusiastic about educational programs. Their previous experience in school or with learning may have been negative. They may not feel safe in the classroom. Families and friends of incarcerated youth might not value education, and so the importance of it to incarcerated youth is minimized.

Perceptions about the value of education to various groups must be handled carefully. Take, for example, an educator who wishes to group students of approximately the same educational level in the classroom. The educator is denied this request by the correctional facility. Based on this action, the educator probably feels that the corrections officers do not consider education to be important. Rather than being frustrated, the educator might consider the corrections officers' point of view. The main responsibility of the corrections officers is to maintain the safety and security of the correctional facility. Grouping students involves mixing youth with adults and males with females, which may be considered a security risk. Educators may not have been aware of the risk involved, so it is important for corrections officers and educators to communicate. All of the players must understand each other's roles and responsibilities.

Facilitating communication and understanding among all of the players is one of the main responsibilities of administrators of correctional facilities. They must maintain concurrent commitments to both security and education. This requires a variety of skills, most notably strong negotiating abilities. Administrators walk a fine line in their role of providing direction to a facility that, on one hand acts as a regulatory agency, but on the other hand serves as a learning community. In a sense, the two functions of the correctional facility seem to oppose one another. As a regulatory agency, the correctional facility seeks to control its inmates; as a learning community, it seeks to broaden students' options. Synthesizing the two functions into an overall mission for the facility will help clarify the roles and responsibilities of each of the players within the correctional facility. Such a mission may be that the correctional facility:

> *Serves to maintain the safety and security of incarcerated youth while providing them educational programming that will foster productive lives.*

Such a mission statement can be further expanded by delineating what educational programs are provided by whom. School districts are required by law to provide educational services to youth who are under 21, without high school diplomas, and are incarcerated in correctional facilities within that school district. It is also not uncommon for other educational organizations, such as Literacy Volunteers of America, to be providers of tutoring and educational services.

The educational services provided by school districts will vary somewhat depending on the size of the correctional facility, the size of the school district, and the nature of the relationship between the two institutions. A fully developed program offers the following services:

Academic Program Components	Transition Program Components
Basic Skills (ABE)	Computerized Career Assessment
High School Equivalency (GED) Preparation	Job Readiness Skills
English for Speakers of Other Languages	Action for Personal Choice
Tutorial in High School Subjects	Community Services Linkages
Life Management	Family Literacy/Parenting

In addition, school districts work with correctional facilities in developing plans to market educational services and to recruit students. Security issues require that implementing such plans be a coordinated effort between the two institutions. For example, a teacher wishing to post announcements of upcoming classes will need assistance from corrections officers to access certain floors. Involving corrections officers will ensure that they too are committed to education. An institutional commitment to education from both the correctional facility and the school district facilitates the effective provision of educational services.

It is especially important to teachers, both new and experienced, that a commitment from both institutions exists. Teachers can judge the level of support they can expect by the strength of the commitment from either side. A strong commitment from the school district might mean a comprehensive orientation period for new teachers to become acclimated to teaching in a correctional facility. To experienced teachers, it perhaps means being able to try new approaches without fearing repercussions from the school district. A strong commitment from the correctional facility means that teachers need not worry about their personal or their students' safety; need not worry about education taking last place in terms of priority; and need not worry that their efforts will be undermined.

Teachers who can rely on the support of their superiors are free of what may be considered "political" distractions that can interfere with their focus on meeting the needs of their students. This is an ideal situation because meeting the needs of students is already time-consuming due to its multifaceted nature. Teachers are responsible for assessment, instruction, testing, recruiting, marketing, etc. They must also keep lines of communication open, comply with correctional facility rules and regulations, and support the mission of the facility in which they, technically, are guests.

Teachers' actions are not only a reflection of the school district to the correctional facility, but also a reflection of both institutions to the incarcerated youth. They are serving as role models of socially acceptable standards to their students. Hence, they must be circumspect about what they say, what they wear, and how they act. Maintaining appropriate relationships with students and correctional facility personnel, presenting oneself professionally, and operating within proper channels earn teachers respect from students, colleagues, and superiors.

Relationships between and among incarcerated youth, corrections officers, administrators, and education providers are directly affected by the nature of communications within the correctional facility. Honesty, openness, and the capacity to negotiate all nurture an atmosphere in which learning can take place. Understanding the chains of command—the roles and responsibilities of everyone involved—allows for compliance without sacrificing the integrity of educational programming. In an environment of cooperation and trust, providers will be better able to meet the needs of incarcerated youth.

V. WHAT DO INCARCERATED YOUTH NEED?

Incarcerated youth share the same needs, ask the same questions, and face the same hurdles as all adolescents and young persons. However, the issues facing all young people are made more complex by incarceration. In addition, incarcerated youth have other unique needs as a result of their experience. To meet the demands warranted by their circumstances, incarcerated youth need to first understand themselves in terms of their own strengths, weaknesses, interests, and motivations. With this heightened awareness, they will more easily be able to acquire or hone academic, problem-solving, vocational, communication, social, life-management, and transition skills.

Self-Awareness

Getting to know oneself is difficult, even under the best of conditions or in the most supportive environment. Imagine, then, how challenging this process is for a young person in a controlled, and probably overcrowded, setting, isolated from any familiar support systems such as family (if such support systems even exist). Clearly, this is not an easy task. Despite its difficulty, this task is of utmost importance for learning, for successfully transitioning out of an incarcerated facility, and for staying out.

For all of us, self-awareness involves recognizing our skills, what we like to do, what we need to work on, and why we do the things we do. To know these things is empowering because it allows us to modify or change aspects of our behavior or personality that interfere with not only our own personal goals, but also with society's expectations. The importance of empowerment for change as a goal for incarcerated youth is readily apparent.

One of the first steps an educator facilitating empowerment should take is to help students identify their strengths. While there are some preference and self-inventory tests readily available, a more personal approach may be to directly ask students what they do well. This may be tricky if one of the consequences of their incarceration is that they feel they can't do anything right or well. In this case, the educator could proceed with another line of questions, such as "What do you like to do?" or ask students to describe happy or proud moments in their life. From this information, the educator can help students recognize specific strengths.

Students should be encouraged to broaden their perception of their own abilities so that they are not selling themselves short. By redefining and experiencing success, stu-

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dents will realize that they do do things right and well. Recognizing natural abilities and skills not only improves students' self–esteem, but also provides a base upon which to build goals and aspirations.

Improving self–esteem can also be achieved by cultivating belief in one's ability to take charge of one's own life. How is this belief fostered? Purposefully making decisions based upon a review of strengths and weakness is one way to nurture this belief. In order to do this, students must also learn to honestly look at areas that need improvement. What do they find to be more challenging? What skills do they feel they lack? This exercise must be handled sensitively so as not to discourage students. Examining limitations merely serves as a starting point for setting guidelines in terms of what to avoid and what to pursue. For example, if someone is struggling to recover from an addiction to illegal drugs, he or she would be wise to avoid socializing with people whose main form of recreation is using such substances.

Students should assess their use of alcohol and other drugs as a possible area that may need modifying. The various consequences of using alcohol and other drugs are far–reaching. First, students should be aware of the impact that their own use has on their lives. Are alcohol and other drugs used to the point of addiction/dependence? Does the use of such substances interfere with daily functioning or with relating to others? Some students may try to defend themselves by declaring, "I sold drugs, but I never used them myself." Should this be true, the speaker is nonetheless obviously affected by alcohol and other drugs since dealing such substances is illegal and possibly the reason for his/her incarceration.

Students should know about the long–lasting effects of alcohol and other drugs when used by parents as well. Parenting inmates need to recognize the messages they are sending to their children regarding alcohol and other drugs. Equally important, the students should be aware of the effects that their parents' drinking may have had on them. For example, a student may be disadvantaged emotionally, physically, neurologically, and/or psychologically if his/her mother drank while pregnant. Although Fetal Alcohol Syndrome (FAS) is diagnosable early in infancy or childhood, its effects last a lifetime. Individuals must learn how to deal with the limitations imposed by this condition to minimize them.

To the student, dealing with the limitations of any condition or disorder is probably more important than knowing that they have actually been diagnosed or labeled as "learning disabled," "FAS," etc. Educators and other providers to incarcerated youth should be cautioned on their use of and/or reliance on such labels. While diagnoses of this kind may help to explain certain cognitive problems, they should neither be used as an indicator of a student's potential nor as a rationale for failing to achieve that potential.

Being able to achieve one's potential is, at least partially, a function of motivation. What makes us do what we do in the way we do it? There are many interrelated determinants, such as cultural identity, family history, and environmental influences, that contribute to behavior. For example, youth who are raised in an environment in which receiving public assistance is an accepted standard may not appreciate the satisfaction of being compensated for a job well done or the value of good work habits. This lack of exposure to good role models, however, can not be used as an excuse for failing to achieve. Ultimately, it is each person's responsibility to take action and to assume responsibility for that action.

An important lesson to learn about taking responsibility is there are often multiple, and perhaps unanticipated, consequences of the action taken. Take, for example, a young male who becomes involved in a physical confrontation to defend himself from an unprovoked attack. One very possible consequence of the confrontation may be that someone is seriously hurt or killed. Although the confrontation may have been a defensive move in the youth's mind, law enforcers and jury members may feel otherwise. Hence, although one of the consequences of the action was that the youth successfully defended himself, other consequences may be a jail sentence or a person's death.

Talking with students about unintended consequences may very naturally lead to a discussion of why they are incarcerated. In their quest to learn about themselves, this topic should not be skirted. Explore with them why they are incarcerated and how they can prevent it from happening again. If they are repeat offenders, encourage them to investigate how to break their cycle of incarceration. Do not be surprised or discouraged if some are not willing to discuss this matter with you, for it is a personal matter. You can still facilitate their self-awareness by encouraging them to reflect privately on the decisions they have made and the impact these decisions have made, thus far, on their lives. Point out that reflection, whether kept in one's head, written down on paper, or illustrated in some other way, is a valuable learning tool.

Students may find that reflection is difficult and/or painful. To be honest, many aspects of self-awareness are indeed painful. However, the value of this process, as well as the value of the perseverance and concentration that it requires, cannot be overstated. Learning about oneself opens new doors for an individual to be able to make responsible, sound decisions based on strengths, weaknesses, and motivating forces. This ability leads to greater self-esteem, which in turn gives students the confidence to:

☐ identify and build on natural skills and abilities;

☐ challenge negative assumptions about themselves both in and outside of the facility;

☐ project a positive self-image; and

☐ identify short-term and long-term goals for both now and the future.

Academic Skills

With the increased confidence that self-awareness brings, students can now turn their attention to their academic skills. As in classrooms outside of correctional facilities, mastery of certain fundamental skills is necessary for students to become self-sufficient. Educators may find that their students lack something even more basic: an appreciation of the importance of education.

Students may be at a disadvantage in terms of valuing education as the result of a variety of factors. Negative past experiences with schooling may have left permanent scars. Learning disabilities may have wrongly convinced them that they can not learn. Students may not have been interested in or able to relate to the subjects offered in traditional schools. As students, incarcerated youth may not have felt physically safe at school. Their families or peer groups may not espouse education as desirable. Schooling may have been cut short if the students needed to earn money for themselves or their families.

Whatever the case, one of the first tasks for an educator of incarcerated youth is to convince students that there is something to be gained from education, that there is something in it for them. This "What's In It For Me" or WIIFM principle is explained in Chapter VI of this guide. Educators must help students recognize the empowering opportunity of education. Students will do so if they can:

- ☐ *Broaden their awareness of the breadth of academic subjects.* For example, academic skills such as computing and reading can be woven into classes on auto mechanics. Exploring one's cultural history can incorporate geography, politics, fashion, food, drama, etc.
- ☐ *Have an exciting and stimulating academic experience.* The student's preferred style of learning, whether visual, auditory, etc., should be used as much as possible. Information on each style of learning is detailed in Chapter VI. Computers, if available, may be an attractive learning tool for independent learners.
- ☐ *Apply their learned skills.* Students should be able to relate what they have learned to "real life." Consider using such examples as mathematics in budget decisions or algebraic equations in possible future careers such as drafting or landscaping.

If these conditions are met, students are more likely to be willing to pursue more education, both within the facility and upon release. Once their interest has been captured, educators can continue to incorporate various instructional strategies to foster an appreciation for lifelong learning. Chapter VI includes some of these instructional strategies, such as knowing learners' goals and motivations. Students may state that their main goal is to earn their GED. Upon experiencing educational successes, students may be inspired to revise this as their short–term goal, and add a long–term goal of continuing onto higher education. Educators should facilitate this by providing students with information about the various institutions of higher learning or trade schools, qualifications necessary for enrollment, and financial information.

Problem–Solving Skills

In a sense, incarcerated youth who learn to appreciate the value of education are conceding that education as a process works. This can be regarded as a watershed for the student and the educator because such insight can be applied to other needed skills. For effective problem solving, in particular, it is vital that the problem solver recognize that the *process* of problem solving is as important as the *product* of problem solving.

The process of problem solving consists of several steps. The first step is to identify the problem. This may be difficult if the real problem is made convoluted by related issues. For example, consider Eddie, an incarcerated youth who declares, "My problem is that the corrections officers hate me and there's nothing I can do about it." Whether the corrections officers hate Eddie or not, the real problem is that Eddie's attitude prevents him from cooperatively interacting with the corrections officers.

Eddie's teacher should help him identify the real problem by asking him to explain why he feels that the corrections officers hate him. Eddie offers several reasons:

"Because I speak my own mind."
"Because I'm Hispanic and they're not."
"Because I hang out with certain people."
"Because they think I started that trouble in the cafeteria last week, even though I had nothing to do with it."

Eddie's teacher writes down each of the reasons so that they can be analyzed separately. During the ensuing discussion, Eddie comes to realize that he can address some of the reasons, but he has no control over others.

The next step for Eddie is to consider the options he has for dealing with his problem. A key step in problem solving is to list as many options as possible and then to weigh the merits against the disadvantages of each option. This step in the problem-solving process is an excellent time for educators to encourage students to use brainstorming as a technique for generating ideas. Remember to review the rules of brain-storming with students before starting a session. Probably the two most important rules are:

- ☐ Any and all ideas, regardless of how "off-the-wall" or fanciful they may be, are acknowledged.
- ☐ No comments or judgments are made during the session.

After brainstorming and discussing his options, Eddie chooses the best option to be modifying his own behavior. Since there is no way for Eddie to change the thoughts and behaviors of the corrections officers, he must ensure that they have no reason to suspect him or feel ill will toward him. Eddie's plan of action, then is to:

- ☐ Be more circumspect with what he says to whom. Conversation he may have with his peers may not be appropriate to have with the corrections officers. Eddie will also explore communication techniques that are not aggressive.
- ☐ Recognize that corrections officers are individuals as well as products of the racial or ethnic groups to which they belong. Eddie will try to give the officers the benefit of the doubt.
- ☐ Evaluate why the corrections officers don't trust the people he hangs around. Is there a good reason for this mistrust? What benefits does Eddie get from their companionship? Do these benefits outweigh the risks involved with the companionship?
- ☐ Try to put himself in the corrections officers' shoes. The corrections officers' responsibility is to maintain the security of the facility. If trouble breaks out, it is natural for the officers to try and find out who may have had a part in starting the trouble to prevent it from happening again. Eddie may simply have been in the wrong place at the wrong time, but the corrections officers don't necessarily know that. The best recourse for Eddie is to maintain a reputation for staying out of trouble so that the corrections officers are less apt to suspect him.

By identifying the real problem, brainstorming solutions, and selecting the best option, Eddie has not only found a solution to his immediate problem, but has also learned a problem-solving process. He can now apply this process to a variety of problems, whether big or small.

When educators present lessons on problem solving, it is prudent to use a small, trivial problem, such as the "Connect the Dots" challenge presented in Sample Lesson 32. Using a small problem as an example will demonstrate to the students that problem solving can be fun and not as overwhelming as they may think. Once they've mastered the process of solving a small problem, they can apply the same process to more and more complicated problems. Since incarcerated youth often have many very complicated problems, they may feel as if they don't know where to start or how to start. Remind them that they need to start one problem at a time, one step at a time.

Problem-solving skills are useful in other ways too, such as for setting short- and long-term goals. The problem-solving process can be used to overcome any obstacles or hurdles students face in achieving goals. Of course, before the obstacles can be overcome, they must be identified. And, working backwards, obstacles can not be identified until students state what it is they want to achieve. The first step, then, in goal-setting is for students to define realistic goals. After they know what they want, it's time to figure out how to get it. Figuring out the "how" involves listing both what students already have to offer and what they need to work on or overcome. It is at this point that they can draw upon their problem-solving skills.

In discussing potential barriers, educators must be upfront and honest with incarcerated youth. It is most helpful for educators to be realistic about how criminal records or histories of substance abuse will affect job and other opportunities outside of the correctional facility. Inmates must be prepared for situations in which these issues are raised. Planning how to handle these situations is a vital component of planning for achieving overall goals. More information about the legal constraints for individuals with criminal records is described later in this guide.

Now that students have identified their strengths and areas of improvement, they can form action plans. Action plans delineate tasks and time frames for achieving goals. Tasks should be small and specific, so that students are not frustrated by their lack of progress. Time frames should be realistic, too. Many goals take some time to achieve, so students should not become frustrated by the lack of instant gratification. On the other hand, students should be aware that if true progress is not occurring, it is okay to revise action plans as needed. Both students and educators may be pleasantly surprised to find that long-term planning is a natural consequence of modifying and revising short-term goals.

Vocational Skills

One of the goals that students should be encouraged to set relates to career planning. The first step again begins with self-awareness. What do individuals like to do? What do they do well? This can be determined either through discussion or from readily-available preference tests. Some interests, such as a love for cars and trucks, will easily translate into a career, such as an auto mechanic. With some creativity, even interests with less obvious application can be possible career venues. An individual intrigued by video games, for example, might consider a career working with computer graphics. A passion for the written word can portend academic pursuits in journalism.

Although educators are looking to build up the confidence of students to pursue their dreams, it is, at the same time, necessary to be realistic about career options. First, there will be certain limitations on students' career options because of their history of criminal behavior. Careers in law enforcement and in certain legal professions are probably not feasible options for former inmates. Owning and operating a pub or tavern is not possible for convicted felons because they are not allowed to hold a liquor license. Educators should help students learn the details of desired professions to be sure that such limitations will not interfere with pursuing specific careers.

While researching, students should also find out about salaries, benefits, and educational requirements. In some cases, a four-year degree is required; in others, specialized training can be sought from a trade school. Financial assistance is frequently available for students returning to higher education.

Besides learning the responsibilities and tasks of a particular job, individuals must also know general skills necessary for obtaining and retaining work. Educators might consider offering a series of classes addressing the work world: from writing a resume, to presenting oneself positively during an interview, to dealing with difficult employers or coworkers on the job. Role-playing will not only make classes more interactive and interesting, but may also serve as a forum in which negative attitudes are more obvious. In other words, students may espouse that they know how to get along in the workplace, but their body language and other clues may reveal that their attitudes need some adjusting before entering the workplace.

Communication Skills

Body language sometimes expresses true thoughts and feelings more clearly than what is said. Oftentimes, the power of body language is underestimated as a tool of communication. Stance, arm and leg position, and facial expression are all subtle indicators of whether an interaction is friendly, hostile, anxious, relaxed, etc. Speakers may not realize that they are saying one thing, but their body language is communicating the complete opposite. This is so because moving parts of the body is so natural and habitual. Both students and teachers must pay special attention to movement to avoid sending mixed signals and to pick up extra clues. For example, an individual may appear to be listening intently to instruction, but his squirming and fidgeting reveal either boredom or that something else needs attention. A new topic or more interactive exercise can be introduced to recapture students' interest, if that is the issue.

Similarly, teachers should be mindful of their own body language. Louise NewTeacher may introduce herself by saying, "I'm so glad to be here and look forward to working with all of you." Students' perceptions of the sincerity of her comment will be either confirmed or denied by how Louise presents it:

Confirmed:	Hands hung relaxed at her sides, Louise walks amongst the students and delivers her message smiling.
Denied:	Arms crossed across her chest, Louise stands behind a desk to recite her message as if she had memorized it.

While most body language will not be so obvious, it does pay to remain alert to the signals received and given by all parties. When communicating, it's also important to remain alert to the language used to convey messages. Language is appropriate according to the situation or circumstances. In the case of Eddie presented earlier, he learned that he cannot speak the same way to the corrections officers as he spoke to his peers. Interacting with Louise NewTeacher, he would probably speak more respectfully and use less slang due to the teacher/student relationship. Teachers may again find that role-playing different scenarios is an effective way for students to practice distinguishing what communication, both verbal and nonverbal, is appropriate when. Some possible scenarios are:

- ☐ Interviewing for a job.
- ☐ Conversing with buddies.
- ☐ Talking to family.
- ☐ Meeting with the parole officer.
- ☐ Defusing a tense situation.

Besides understanding the mechanics of both nonverbal and verbal communication, students should appreciate that communication is a tool for obtaining information essential to their well–being. Health care, conditional release information, family problems, and financial issues are but a scant sampling of the information that they will have to process in– or outside of the correctional facility. To effectively process, learners must be able to understand, discuss, and realize the impact of current issues on their lives. As an educational activity, reading and writing about current events should be encouraged.

Social Skills

Social skills are closely related to, and in fact somewhat dependent on, communication skills. Looking again at Eddie, he speaks differently to his fellow inmates than he does to corrections officers, than he does to Louise NewTeacher. The relationships Eddie has with these different people require him to adapt his style of communicating.

Eddie recognizes that within the facility there are specific social responses appropriate for various circumstances. This is an extremely important lesson to learn because, upon release from incarceration, Eddie (as representative of all incarcerated youth) must interact with an even larger variety of people. Outside of the facility, Eddie will still interact with authorities and peers. However, the list of people with whom he will be in daily or regular contact will expand to also include family members, employers, coworkers, probation officers, neighbors, etc. Incarcerated youth must know when and how to use a repertoire of socially acceptable behaviors for many different environments, such as:

☐ in the classroom,

☐ in the facility of incarceration,

☐ in the neighborhood or on the "street,"

☐ within the home or in a family situation, and

☐ on the job.

Incarcerated youth must be able to juggle the multiple roles they play, both in– and outside of the facility. For example, within the facility, inmates must get along with corrections officers, but not at the risk of alienating fellow inmates, and vice–versa. Upon release, former inmates will have to juggle more roles, which now may be even less clearly defined than when they were in a controlled setting. Educators might consider "peer management" as a possible topic of instruction, in which issues such as avoiding peer pressure can be addressed. This serves students dually since the lessons learned about peer management within the facility can be applied to the "outside" world, where peer pressure may be an even stronger influence. Peer management is particularly important to former inmates who may be pressured to rejoin a gang upon return to the old neighborhood.

Handling peer pressure is problematic for many young people, incarcerated youth not withstanding. This social skill, along with many other social skills, can be addressed by encouraging students to empathize with and respect the people with whom they come into contact. Identifying and understanding another's situation, feelings, and motives may shed light as to why that person is behaving in a certain fashion. Think back to how Eddie put himself in the corrections officers' shoes:

In maintaining security, the corrections officers considered Eddie a troublemaker. Once Eddie understood and respected this situation, he was able to adapt new social skills to alleviate the tension between himself and the corrections officers.

In terms of peer pressure, agreeing to do what peers suggest, although contrary to one's own feelings, might easily be misconstrued as an indicator of empathy and respect for peers. This thought process fails to consider respecting oneself. Self–respect, as indicated earlier, is the key to opening many doors to opportunity. Thus, in acquiring social skills, students must learn to identify, understand, and respect their own situation, feelings, and motives as well as those of the people with whom they interact.

Nurturing the qualities of empathy and respect will also help students overcome racism and stereotyping. As indicated earlier (and symbolic of the interrelatedness of the skills incarcerated youth need), students should expect to treat and be treated as individuals and not as stereotypes of the racial and ethnic groups to which they belong. To facilitate this, students should be encouraged to share their "story," i.e., life experiences and cultures, with others.

Sharing life experiences and skills with others can also serve as a vehicle for transforming a negative experience into something positive. Rather than hiding the fact that they were incarcerated, former inmates might wish to speak candidly about their experience in successfully putting their lives back together to other young people. Serving as role models can help former inmates improve their self–esteem because they will be helping others.

Conflict resolution and anger management are two other social skills incarcerated youth must learn in order to live up to society's expectations and values. It is not appropriate to react physically or impulsively in times of stress or conflict. Ideally, students will learn how to manage their environment so as to eliminate stressful situations. Since stress is a fact of life, however, students must know how to handle it in a controlled manner. This is an enormous task for people who are conditioned by the incarceration itself to act out of their belief in "survival of the fittest."

Becoming less physically defensive and exercising more self–control can occur only as a result of recognizing compulsive behavior. Educators can help students recognize such behavior by informally asking them to think about or answer questions such as:

- ☐ Have you ever felt that you were in a situation that was out of your control? How did you handle it?
- ☐ Have you ever felt guilty about your behavior or about how you handled a situation?
- ☐ Have your friends or family ever complained about your violent or inappropriate behavior?

Reflecting on their past and current behavior may alert students to compulsive behavior or inappropriate responses to certain situations. Hopefully, they will also identify the "triggers" that set off such tendencies. Once identified, students can employ specific stress management techniques to defuse these triggers. One example of a trigger is frustration. If in mastering a new skill, students experience a great deal of difficulty, they may blow up in frustration. A stress management technique in this case would be to leave the task involving the new skill for a little while and, instead, practice a skill with which students are more comfortable. Also, take time to point out that any new skill —

from walking to riding a bike, from forming letters to writing poetry, from counting money to making a budget—takes time, patience, and perseverance. Roadblocks such as anger and frustration can be overcome "through the mind, not through muscles."

It may seem as if social skills involve only correcting negative behaviors. It is actually more complicated because there are many aspects of being socially adept. As explained earlier, it means interacting as the situation warrants, juggling multiple roles, and controlling inappropriate behavior. However, it also means knowing how to work effectively and how to play safely. (Educators should not assume that incarcerated youth are necessarily aware of positive and legal recreational activities that don't incorporate mood-altering substances.) More comprehensively, social skills involve a willingness to conform to social mores. While all people may not agree with all social mores, it is important that everyone is openminded enough to respect those skills that permit successful and productive day-to-day living.

Life Management Skills

The preceding section has described the many different social skills individuals will need upon their release. They will be interacting with a wider variety of people for a wider variety of purposes. They will once again be responsible for directing their own lives, rather than be told where to go at what time. While this freedom may be exhilarating, it also bears with it a significant set of new responsibilities that may not have been as much of a priority when students were in the controlled setting. Parenting and money management are two examples of responsibilities that without question require life management skills.

As referred to earlier in this guide, a significant portion of incarcerated youth are parents. These inmates may or may not have remained in contact with their children during their incarceration. For those who do remain in contact, the bulk of this contact is in supervised weekly visits. Clearly, their role as a parent is hindered by their incarceration. Even in correctional facilities that allow women to keep their young children with them, child care is much different inside than outside. To complicate matters even further, child care is more than feeding children and keeping them from harm. There is, also, a nurturing component that is not automatic for all parents.

Through nurturing, parents can help ensure that their children become confident, responsible, independent adults. But, the parents, themselves, must first be confident, responsible, and independent before they can hope to instill these attributes in their children. The task of the educator, then, is to encourage parents to help themselves in order to help their children. Children will mimic their parents and caregivers; the importance of role models has already been made clear. Students working to improve their reading skills, for example, are serving a dual purpose in terms of their children. First, parents' efforts signify to the children that reading and education is indeed important and should be pursued. Secondly, parenting students can encourage family literacy by reading aloud to their very young children. Parents' reading and speaking skills improve, children's reading and comprehending skills improve, and the nurturing bond between parent and child strengthens.

Stopping the cycle of dysfunctional living is another way in which students can help themselves help their children. It is documented that violence often breeds violence, that abuse often breeds abuse. In light of this, incarcerated youth raised in dysfunctional settings must take extra precautions that their children are not raised in similar settings.

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Dysfunctional living too often involves financial problems. Under pressure to provide for a family, caregivers may turn to illegal activities. Students must learn how to manage money so that priority needs can be met without resorting to crime. To do this, they must set their financial priorities. With this information, budgeting decisions, both big and small, can be made. Knowing that $100 must be used each month for day care may determine whether parents can afford a monthly payment for a car or if they should rely on public transportation. Educators can easily develop a powerful life management lesson by combining the two topics of parenting and financial responsibility.

Transition Skills

The skills described thus far are, to some degree, necessary for all young people to acquire. Youth who are incarcerated must add to this already impressive curriculum yet another skill. Incarcerated youth must devote time to obtaining transition skills that will enable them to successfully make the move to the outside world.

Educators may be surprised to find that, for some students, the first step in obtaining transition skills is to acknowledge release as something desirable. Correctional facilities may actually be a refuge that is safer than being out on the streets. In fact, it is not unheard of for inmates who have no place to go to commit a crime that will result in reincarceration during the winter months. All of the inmates' needs are met, so incarceration is not considered a negative experience. Further, incarceration may not hold connotations of negativity for inmates who have experienced it before. The desirability of correctional facilities to inmates is clearly a problem that must be addressed. If inmates have no interest in leaving, they will not be motivated to pursue acquiring any transition skills.

Educators can help incarcerated youth hesitant to leave the correctional facility explore their feelings regarding the transition. What do they look forward to? What are they apprehensive about? Although they may not admit it, students might be harboring many fears:

Fear of freedom	They may doubt their ability to function in an environment in which there are so many choices and decisions to make.
Fear of the unknown	Incarcerated youth who anticipate returning to the same environments they were in prior to incarceration may fear that everything will have changed. They may ask themselves: "Will I recognize anything? What do I say to my friends and family? Will they treat me differently?"
Fear of repeating mistakes	Repeat offenders in particular may believe that no matter how hard they try, they will inevitably make a mistake that will put them back in the correctional facility.

Addressing fear can be a topic of instruction. Students could write about their feelings in journals or form action plans to deal with fears. Educators should point out that being responsible for making many decisions is exciting as well as scary. Having more options simply means that more avenues are available to be explored. To help examine the choices available to them, as well as who they are and why they are in their current situation, students might choose to participate in *Action for Personal Choice*. This course features a four-step process of awareness, understanding, acceptance, and change. Whether they participate in this course or not, students must remember to tackle one decision at a time, at their own pace. The decision-making/problem-solving process remains the same for any situation: brainstorming options, weighing benefits and disadvantages, and picking the best solution.

Students should be reminded that other skills they have acquired will help them in their transition. Social and communication skills will guide them in reconnecting with their former acquaintances or, if this is deemed unfavorable, will allow them to form new associates. Young parents may use outside families as mentors during the transitional phase to help ease the assumption of the parenting role and to observe social and communication skills. Another skill that will be useful in transitioning out is provided by the job readiness component of New York State's Incarcerated Education Program. This component integrates counseling and instructional techniques to help increase students' belief in options that don't entail a return to former behaviors. Students should be aware of and believe in the many post-incarceration options that exist, such as pursuing careers or continuing education. *Adkins Life Skills, Career Development Series Program* and *CHOICES* are two programs commonly used by corrections educators in New York State to raise this awareness.

It is futile to know of options if one does not know how to access them. Therefore, incarcerated youth must be armed with knowledge of some resources and with access to transition staff who help locate those resources. There are many, many resources available. For example, some incarcerated youth might fear that returning to old neighborhoods will result in relapse to substance abuse/dependence. To prevent this, inmates in the transition phase might obtain treatment at an outpatient clinic and attend local Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) meetings or meetings of some other support groups. The transition counselor can set up appointments at the clinic and even attend "open" self-help meetings. AA, NA, and other support groups can also be easily located through the yellow pages of telephone directories.

Some resources may not be so readily apparent. The trick to using resources effectively is to identify what type of help is really needed and then to be creative in tracking down that help. Corrections education staff are available to refer incarcerated youth to community services and to provide ongoing support, intervention, and assistance for at least six months after release. Released inmates should talk with other people to whom they come into contact: probation or parole officers, teachers, family members, friends, etc. Someone they know may be experiencing similar problems. Bulletin boards of supermarkets, bowling allies, and garages may post resources. Librarians at local libraries are also available to help find answers.

Students can practice identifying and using resources while they are incarcerated. Say, for example, that Eddie suspected his rights as an inmate were being violated. There are advocacy groups and legal aid societies that will help Eddie protect his rights, if he decides to undertake a legal process. Eddie can ask the counselor assigned to him by the correctional facility for specific information about his rights, legal aid societies, and the legal process. In correctional facilities, inmates also have access to an on-site library that includes information of this nature.

Using resources also involves recognizing the nature of different "systems," by which we mean ways of doing something. There are many types of systems: formal vs. informal, legal vs. illegal, etc. Employment serves as a model for explaining differences among systems. A formal system of employment could be an employee who signs a timecard and receives a regular paycheck from which various taxes are withheld. On the other hand, an informal system may be a job performed "under the table," meaning no taxes are withheld and there is no formal record of the work having been performed. A legal system of employment is an alien possessing a green card to work; an illegal system is obtaining a falsified green card. Dealing in illegal or banned substances is another illegal system. There are many, many other examples of various systems. Students must recognize that using any system has its own set of ramifications. These ramifications should be considered in selecting the system to use.

The systems with the least number of negative ramifications are those that are approved of by society. By their very definition, legal systems are approved; illegal are not. Even if they don't agree with these judgments, students must acknowledge that different worlds exist. They must learn to negotiate and navigate within mainstream culture. The tools they will use to negotiate and navigate are the self–awareness, academic, problem–solving, vocational, communication, social, life–management, and transition skills that are acquired during their incarceration.

VI. HOW CAN PROVIDERS FACILITATE LEARNING?

The list of outcomes that incarcerated youth need to acquire probably appears as formidable to education providers as it does to students. Teachers should not be overwhelmed by this list, however, because there are many ways to facilitate learning. The most effective teachers are able to:

- adapt to the unique characteristics of teaching in a correctional facility;
- assess students' interests, skills, and goals;
- apply marketing techniques to engage students in learning;
- create a learning community;
- contextualize learning; and
- apply instructional planning techniques.

Adapt to Environment

Many teachers considered effective in traditional adult education programs are probably described as "creative" and "flexible." These traits are vital for educators of incarcerated youth, too, because of the special circumstances involved with teaching in a correctional facility. They not only handle all of the traditional aspects of teaching, but they also address a myriad of issues unique to their teaching environment. While teachers bring with them certain educational ideas and practices, they must also be prepared to learn about:

- security issues that can directly impact their style or methods of teaching. For example, working with large groups of students will probably be considered a security risk. Teachers should be aware of such matters to prevent possible crises.
- the "games students play." Any teacher must anticipate a certain amount of attempted manipulation by their students. However, in a controlled setting such as a correctional facility, the degree of this manipulation may be exacerbated. Teachers must be able to recognize and defuse aggressive behavior.
- the needs of incarcerated youth. Matters taken for granted by teachers in a traditional classroom, such as students' good hygiene, appropriate clothing, or health, may require attention by education providers to incarcerated youth. Transition options are another basic need of incarcerated youth of which teachers must be

aware. Instructional planning should incorporate goals feasible for incarcerated youth, as well as adopt techniques that work with incarcerated youth. Teachers may have to help students redefine success if they are operating out of past negative schooling experiences.

☐ enlisting support for educational programs. Teachers may need to garner support from corrections officers and administrators. In many cases, teachers must simultaneously address the concerns expressed by administrators of both the correctional facility and the school district.

Clearly, educational programming in an incarcerated facility is as much a learning experience for teachers as it is for students. This is an important concept for new teachers who may become frustrated to keep in mind. They may find it helpful to note what initially attracted them to working with incarcerated youth or to post the positive aspects of their jobs as a reminder during moments of frustration.

Assess Students Needs

New teachers will also be less frustrated if they remember that facilitating learning is basically a *process* that begins with identifying what students need. Identifying what students need involves assessing students' interests, skills, and goals in relation to those needs. Every student has different strengths and weaknesses. They come from different educational backgrounds and learn at different paces. The teacher's ability to assess these differences will determine what, how, and when students will learn.

Assessment often begins with a standardized test, such as NYS Place for ESOL students or the Tests for Adult Basic Education (TABE). The TABE show grade levels which provide a general idea of a student's competency in a certain area (such as mathematics), as well as a breakdown of skills (such as computing fractions). Although helpful, there is some danger in relying too heavily on standardized testing. Test results may be skewed if students fear testing in general due to negative experiences in earlier schooling. To compensate for this, instructors should postpone making their assessment until they can converse with the student directly. For more information on assessment, see the instructional planning section.

Talking with and observing students over a period of time will also reveal possible learning disabilities, which often don't show up on standardized tests. Identifying typical characteristics that may signal a learning disability is the focus of a videotape package developed by the New York State Education Department. *Teaching Adults with Learning Disabilities* helps teachers meet the special instructional needs of adults with learning disabilities. For more information, contact the Office of Workforce Preparation and Continuing Education, (518) 474-8700.

Knowing what incarcerated youth need in general terms and, by assessment, their interests, skills, and goals are all helpful to facilitate learning. However, several questions, if left unanswered by students, will make planning less than effective. These questions are:

☐ Why should I do this (whatever it is)?

☐ What's in it for me?

Those with marketing savvy know these questions as the "WIIFM Principle," which is the second aspect of the process of facilitating learning. This principle is the primary influence on whether or not a student or potential student will buy your wares. No one "buys" or engages or attends or changes behavior unless they see something in it for them. For example, you buy toothpaste *because* it promises clean, white teeth and fresh breath, *because* you will be attractive and you will be swept away by the partner of your dreams. You don't consciously consider this when you pick up that brand from the supermarket shelf. Here's another illustration: You smoke *because* you like the clean, fresh taste of the cigarettes, *because* you like to feel strong and powerful, riding your horse off into the sunset. Again, you don't consciously think such things, but when you remember well-known cigarette advertisements, it makes some sense. Madison Avenue is successful because it knows who you are and what you want. Why should I do this? What's in it for me? Madison Avenue knows *your* answers to these questions!

The WIIFM Principle also applies to social marketing. Many of the principles which apply to commercial marketing also apply to social marketing. Social marketing is an exchange process whereby products of value are exchanged. In your education programs, you start with an exchange. You, the seller, offer something to the buyer. In turn, the buyer offers something to you, the seller. Think of the incarcerated youth or adult who comes to your education program. What are you offering: an education, a new life, a career, reading pleasure, a GED? You can probably come up with a long list of what you're offering. What is the incarcerated youth offering? time? commitment? vulnerability? trust? Often, this latter half is the harder part of the exchange to identify. Nonetheless, both of you—the buyer and the seller—have things to exchange. Are you offering what the buyers want? What's in it for them?

To know what to sell, i.e., how to design your education program, you need to know what's important to the buyer: values, likes, dislikes. Once you know what the student "buys," then you can promote your education program and recruit students into it. Marketing principles are critical to creating a learning community in which students will feel comfortable and achieve.

Creating the Learning Community

Creating a learning community is the third aspect of the process of facilitating learning for incarcerated youth. The classroom is but a limited part of the larger learning community. This is particularly significant for incarcerated youth and adults because the transition phase allows for learning beyond the limits of the classroom. However, the classroom may be envisioned as the hub where learners' progress is planned, guided, facilitated, assessed, documented, and in fact, managed.

When students arrive at the doors, it is critical for them to feel welcome and to have a sense of safety, albeit tentative. Alternatively, this could be the moment when learners realize their worst nightmares: reexperiencing their childhood school failures. Remember, 60 percent of learners who leave choose to leave within the first six hours of contact with a program. In most incarcerated education programs, learners may choose not to participate. A positive first point of contact increases the chance of an opportunity to begin instructional planning.

WELCOME

What can you do to make the initial contact positive? Remember to begin at the beginning! How do students hear about the program? Is the message friendly, welcoming, and positive? Marketing strategies are, to some extent, limited by the corrections setting. However, attractive information, such as a brochure designed by the class, could be sent out ahead of time or the class could collectively write a letter of welcome, reproduce it and send it out. The question to ask the class in designing these public relations strategies is: would this make me feel welcome?

Who "sells" the program? Who is the learner's first contact? Assess the nature of that contact. Think of strategies which can be used to make the first point of contact a positive one. You can certainly draw attention to the reality that potential learners choose to leave education programs if they don't feel welcome and safe. To reinforce your position, refer to the significant body of literature demonstrating that the most important person in a health or social service setting is the first person clients see: the receptionist. This person signals whether clients, patients, or incarcerated youth will receive good care.

Now move to the classroom. Look around! If you were a prospective student, would you feel comfortable seeing this room for the first time? While you're not in the business of refurbishing classrooms, there are things which can be done to make the first impression a positive and comfortable one. Again, you can call upon your classes. What do they think can be done to improve the learning environment. Posters? Different classroom arrangements? Construct fake windows from large posters showing a variety of beautiful scenery, instead of bars or drab walls. The combined creativity of learners and teachers alike can transform a cold, sterile environment into a warm, welcoming one.

There are many occasions when classrooms are only on loan. Again, however, transformations can take place. Work with the class to design an environment that only takes a few minutes to arrange at the beginning of class. A few posters, flags, maps, and other realia can be stored in a box and arranged by the class. Teams can be responsible for decorating the room on different days. Asking learners from different cultures to decorate the room can even be part of a series of instructional activities which familiarize the class with other cultures.

Beyond decoration, the multiculturalism displayed in the classroom and incorporated in instructional planning also contributes to making potential learners feel welcome. The realia of the classroom should reflect the diversity of current and prospective learners. The valuing of diversity is communicated in the total classroom environment, so again, ask the questions: is diversity represented here? Does everyone respect diversity here? How is respect for diversity communicated to prospective learners?

One way to communicate respect for diversity is to ensure student awareness of the options to which they are entitled. For example, the GED test can be taken in Spanish or French. For students with documented disabilities, either physical or learning, special services such as extra time or using special editions of the test can be arranged. For more information on these services, see Appendix B.

Since the initial contact is so important, the development of an orientation process for new students is critical. Since, of necessity, the time in the program is limited, learners may be able to take material with them to review during their spare time. Keep the material easy to read for everyone. The use of graphics and color may make the material more engaging. Again, the design of the orientation can be a collaborative process: ceremonies; public relations material; a "buddy system;" gifts such as writing tools, a personalized floppy disk, or a journal; a poem, illustration, song, or short story written by the class; a handout of short biographies of the other students telling their stories (learners would add their own stories when they were ready); a simple biographical letter from the teacher that invites the students to tell about themselves; any memento to remind the new learner of the rest of the class; or some personal space. All of these contribute to highlight this first welcome. Again, because of the corrections setting, some material may have to be stored in the classroom. Different facilities have different rules about what may be taken out *and* brought in.

Getting to know the student can also be a collaborative process. The use of informal assessments such as interviews, conversations, questions, observations, and class participation is recommended. Remember to continue the sense of a warm, safe environment in which to learn and succeed. An open, nonjudgmental approach will encourage learners to reveal what is needed in order to proceed with planning.

Paying attention to the learning environment is important for creating a setting in which instruction can take place. So, scan the environment with a class present. The classroom is the facet of the learning environment over which there is the most control. The safety, predictability, security, and stability of this environment is essential to reinforce the learners' welcome. Observe the interactions between fellow students; watch your own interactions.

- ☐ How are instructional activities designed and presented?
- ☐ Do students feel free to offer suggestions? Make revisions? Ask questions?
- ☐ What happens to the writings, the illustrations, the journals, the assessments?
- ☐ What are the rewards?
- ☐ Does everyone contribute?

The safety, security, and stability students feel is in large part a consequence of the predictability of the learning environment. Surprises are not welcome!

Take a final look at the learning environment and its impact on prospective students. The classroom can be a learning environment in which certain perspectives are promoted. For example, a program or a single classroom can promote wellness. Some of the realia can be health-related: brochures, posters, music, and instructional material. Teachers can promote wellness through their own lifestyles: exercise, nutritional information, child health, and safety. What about AIDS/HIV? Is the learning environment safe enough to discuss the transmission, prevention, and management of HIV and AIDS?

Programs can promote inclusion and diversity. In fact, classes become richer, alive, and more exciting as diversity is honored and respected. A classroom can also promote leadership and governance through collaborations which encourage participation and support. Classrooms and programs should have perspectives, just as the broader learning community does! The promotion of perspectives is, again, an opportunity for collaboration. All adults involved in this effort craft the message communicated when new students come through our doors.

RETENTION

Once the learners have been welcomed into the classroom, retention until goals are met or the inmate leaves becomes the overarching focus. Principles of social marketing can be particularly useful in designing retention strategies. As mentioned above, social marketing has been increasingly utilized to promote a variety of social issues by copying the successful techniques of commercial advertising. The WIIFM principle is especially appropriate to retention of incarcerated youth and adults in an education program.

When students begin working, safety and comfort continue to be closely linked to retention. Seemingly simple things such as desks neatly in rows are often painfully reminiscent of childhood failures. Even teachers standing and talking in front of a class can produce discomfort. However, classes don't have to look like that, since learners are involved in a variety of different activities. As the situation warrants, chairs will be arranged in circles, around tables, or in clusters. Teachers move from group to individual: facilitating, inquiring, guiding, and monitoring. Some large group work, a small group discussion, a few individuals working alone—this seemingly frenetic scene is often the outcome of effective instructional planning.

As the class unfolds, students are working on their own individualized or, more accurately, customized instructional plans. Over the last few decades, individualized instruction became improperly characterized as learners working in isolation on their "individualized" programs. Adult learners who learn best via interaction are less able to learn from such "individualized" programs. The social growth of all students is also impeded. On the contrary, skilled teachers use group interaction to promote learning. Thus, we use the term "customized" to mean that students work toward their own specific goals and objectives by using instructional activities as delineated in their own instructional plans. While they may work individually on occasion, they may also work in groups or pairs within the classroom. Since time in the education program within the correctional facility is limited, instructional planning and the efficient use of time available is critical. On the other hand, teachers also must keep in mind the negative effects on learning of the trauma created by the incarceration.

Keeping track of students, assessing their progress, and updating instructional plans requires organized record-keeping. Educational programs within facilities of incarceration sometimes have their own formats for record-keeping. Some may even have computer software which simplify the job. More commonly, programs utilize individual ongoing work folders which contain goals, objectives, instructional activities, assignments, assessment data, progress, updates, and portfolios of selected work. The folders are probably duplicates of file copies which are periodically updated into more formal records. Regardless of the record-keeping methodology chosen, the learners should always have access to their records.

As the classwork continues, the learning environment should be observed. The order within promotes a sense of safety and predictability. It really involves the nature and extent of learner participation.

- ☐ Are learners respectful of one another?
- ☐ Do they help and support one another?
- ☐ Do they listen and not interrupt?
- ☐ Are they open to a variety of perspectives?
- ☐ Do they actively participate?
- ☐ Do they attend regularly?
- ☐ Do they complete outside assignments?
- ☐ Are they prepared to work when they arrive?

To a large extent, the quality of the participation can be orchestrated by rules. Rules, limited to those which actually have an impact upon the learning environment, can be developed by the class. They should be agreed upon and fairly and evenly enforced for everyone. In a corrections setting, rules should be kept to a minimum to highlight the education program as separate from the rest of the facility.

Rewards become a way of encouraging compliance with rules, promoting group interaction, and encouraging participation. Rewards for attendance or special efforts can reinforce positive behaviors. These rewards do not have to be expensive or elaborate. The key is to make rewards tangible: something that can be seen, touched, and kept. Everyone loves certificates which can be made using computer word–processing programs. Free posters, new journals, pencils or other writing tools, a poem written about the recipient, or an inexpensive paperback book are other examples. Remember that rewards reinforce positive behaviors, maintain interest and motivation, and encourage group interaction and bonding. Rewards should not be used to promote individual competition since it may be painfully reminiscent of earlier failures. Again, you will have to be especially creative depending upon what the student can take from the education setting to the living area.

In promoting group interaction and bonding and rewarding positive behaviors, conflict will nonetheless inevitably emerge. This conflict will provide opportunities for skills development in resolving situations differently than in the past. Negotiation and conflict resolution skills are important to instill, as part of ongoing classroom management. Some facets of negotiation include: observing, listening, questioning, summarizing, rephrasing or reframing problems, providing feedback, and coaching. Lessons for the entire class on negotiation might well be appropriate. Corrections settings often have "alternatives to violence" programs with which to link. Also, dispute mediation organizations are willing to talk to groups and may have material for use in the development of activities. Most important, however, is modeling a calm, deliberate, predictable manner of handling conflict or disputes with results which provide some satisfaction to all parties involved.

Finally, retention depends upon continually returning to the question: what's in it for me? As learners are achieving objectives and choosing new ones, needs change and values are modified. As learners change, the "selling" changes too. Linking instruction in the program to educational activities during transition also requires selling and modifying the instructional plan. Perhaps the products being sold can have less immediate rewards. Regularly checking on learners' motivations may forestall their leaving the program early. Looking at dropout trends may provide information which suggests other retention strategies. For example, if three months from entry is a time when learners seem to be leaving out of discouragement, have a ceremony with certificates for ones who are nearing this vulnerable time. Make sure they have lots of positive feedback so they feel their time is being used productively. Also, since the time for incarcerated youth and adults in the facility is limited, it's important to differentiate between individuals leaving and dropping out. A ceremony of some kind when a student leaves would be appropriate.

Check with students on what would increase their motivation and prevent their dropping out. The experts on Madison Avenue know that products must be marketed continually, even during the best buying times. Your selling is never done.

Contextualization

The fourth aspect of facilitating learning for incarcerated youth is the buzzword of the 1990s: *contextualization.* According to the NYS Education Department's *Catalog of Efforts Underway to Contextualize Literacy and Integrate Basic and Occupational Education for Adults,* literacy is a first crucial step toward the realization of personal, social, civic/political, and economic goals. Literacy provides vast opportunity to use familiar contexts to maximize learning. The document goes on to state that goals may be internal to the learner or the product of external pressures on the learner. The impact of this external pressure on intrinsic motivation has yet to be the focus of adequate discussion.

Whether the learner was internally or externally motivated, research over the past decade has belied the notion that teaching a skill enables the learner to apply that skill in several different circumstances. Thomas Sticht, the educator and author, initially addressed the difference that context makes to reading levels. He noted that the more familiar the context, the higher the reading level which may be achieved. He further contended that, unlike the generic skill notion described above, skill applications need to be separately taught for different situations—so critical is the context. Other studies have since determined that the power of the context actually determines whether instruction carries over to new situations.

Skilled teachers will not be surprised at the power of context in the efficiency of the learning process. Teachers have been providing context in instruction and inquiry since the beginnings of education. Decades later, contextualization has become a rather simplistic answer to meeting the demands of the changing workplace and the global economy for adult literacy programs. It has also become a catchall for any efforts to provide a context for instruction to improve the effectiveness and efficiency of the learning process.

The State Education Department, in defining its priorities for FY–1994, identified six (although clearly there are others) possible contexts: workplace literacy, family literacy, parenting education, life skills, career exploration, and occupational preparation. In these cases, contextualization can occur by modifying basic education to include as content the purpose for which adult students are attending. For example, agencies providing employment preparation education should either integrate basic skills with occupational education or collaborate with agencies offering occupational education.

Contextualization can be as simple as providing options appropriate for different contexts within a basic education curriculum. For example, communication skills are important for effective parenting *and* effective working. Choosing the workplace context, the ability to function within a team might be an important lesson. Instruction about the structure of a team and role-playing about how to get along with other team members would be appropriate. Communication within the family could be learned using one of the myriad of problems which confront parents—perhaps a teacher's note sent home with the young child saying that he/she was disruptive in class. Learning about child developmental levels and appropriate interventions for the different levels would be part of instruction. Role-playing the actual intervention would complete the lesson.

Contextualization can be a vastly complicated process. *Workplace Basics: The Skills Employers Want* describes a comprehensive process for developing a basic workplace literacy program, i.e., teaching basic skills within the context of the workplace and its challenges. Briefly, this process includes: identifying job changes or problems related to basic workplace skills; building management and union support for skills training programs in workplace basics; presenting strategy and action plans to management and unions for approval; performing a task analysis of jobs; designing and developing the curriculum; implementing the program; and finally, evaluating and monitoring the program. This process is a lengthy and expensive one. It is important in training skilled workers, but far beyond the scope of the average adult education program.

Instructors in incarcerated education programs should intensify what they already do. Continue to use a learner–centered approach to instructional planning, spending time on goal-setting and tailoring each individual learning plan to include the context reflected in the goals. Contextualization for the workplace while still inside the facility can include basic education (if necessary) interwoven with job readiness skills such as resume writing, problem solving, and communication. As the student moves into the transitional phase and the demands of the worksite become more real, vocational training and needed basic skill instruction which provides the foundation for the worksite skills become more tangible. Related workplace skills, such as listening and communicating thoughts clearly, solving problems, and thinking creatively, all can become lessons which embody not only the context of a worksite but the potential job assignments as well. You will find several examples of contextualization in the sample lessons section.

Instructional Strategies

Finally, instructional planning for incarcerated youth and adults is pivotal to the learning process and is no different philosophically than in any other education program. According to Bruner, instruction is an effort to assist in shaping growth (1966). In practice, there are certainly limitations in a corrections setting as you provide instruction. Nonetheless, *the first thing you need to know is the learners' goals and motivations.* Why did they choose to come to your program? They didn't have to! What are their expectations? What goals do they want to achieve in the short time they are with you? What are their unspoken goals? Expectations? Fears? Prior experiences? Through this period, it is critical that you don't project your own goals, expectations, and values on this process. For example, you might believe that everyone's life is richer if they can read and write. It is equally compelling, however, that someone who has spent a lifetime not reading or writing and "getting along" may not recognize this value. Reading, writing, and other skills only have value as goals when learners concur. On the other hand, it is certainly reasonable to ask how basic skills might offer your students other alternatives which provide for a better quality of life than they currently have in the correctional facility. These alternatives might also keep the student from becoming caught up in the cycle of recidivism which occurs so often.

In addition to knowing the learners' goals and motivations, *you must be cognizant of what the learner already knows, believes, and values.* These prior knowledges will be the foundation upon which you build instruction. The extensiveness of any assessment varies, of course, with the goals and needs of the learners and the time they will be in your program. Regardless, there are some principles which apply:

1. Sixty percent of learners who choose to leave adult education programs leave within the first six hours. Even if your students don't physically leave, they may leave, mentally. What happens or what does not happen during that six hours must, in some way, contribute to the exit. Formalized assessment during this period flies in the face of what is known!

2. Students who have failed within the traditional elementary and secondary educational system view testing as the outward and visible sign of their failures.

3. Incarcerated youth and adults need to feel that they are in a safe, accepting environment: one in which they are respected. This is particularly challenging in a corrections setting. Formalized assessment or testing does not usually communicate safety. However, you may rearrange intake activities to make the experience less stressful.

4. As a creative educator, you can devise ways of assessment which are effective and nurturing, and give value to what learners know about life.

Once you are aware of the learners' goals and what they already know, *it is now time to collaborate with the learners in moving to the third step, which is selecting the objectives or outcomes.* Now comes the artistry: planning instructional activities together to achieve the objectives. These activities are built from the learners' daily lives, interests, and even crises—perhaps even the incarceration and the events leading up to it.

Instructional planning requires attention to a number of factors. The first of these factors is determining the learner's preferred style. There are a number of models addressing learning styles. One useful model incorporates five major learning modalities: visual, auditory, kinesthetic, print-oriented, and group-interactive (Kline, 1988). According to Kline, some characteristics of each modality are:

☐ Visual learners like ideas presented in pictures or diagrams. When they hear things, they translate into visual images. Even their figures of speech are visual. They learn by watching and sometimes even doodling.

☐ Auditory learners like to listen, or to have things explained. They hear your ideas easily and like the sounds of the words. The sounds contain a rich variety of meanings to them.

☐ Kinesthetic learners need to move their bodies, to feel action before they understand. They express themselves through such motions as gesture, dance, and mime. They are often physically well-coordinated and do well in sports.

☐ Print-oriented learners love to read and store ideas from print easily. They prefer books to movies and would rather read than be told something. They easily remember what they read and can verbalize, either repeating it back or writing about it.

☐ Group-interactive learners are most efficient in discussions or other activities that require working with others. Often social beings, they like to exchange ideas and understand things better after experiencing them as part of a group process.

Since your time is short, you won't want to spend a lot of time on learning style. On the other hand, if the time for learning is not efficient because the appropriate learning styles are not utilized, time is wasted anyway. By asking learners leading questions based on the above, you can gather information on learning styles. Remember, less than 20 percent of all learners learn effectively through auditory means. Handout G of Sample Lesson 5 features an inventory to help determine learning style.

Besides preferred learning style, another factor that must be considered in instructional planning is the total environment and culture in which learners live: the learning community, of which the classroom is only a limited part. This provides perhaps the greatest challenge for you. The learning community in this case is limited to a corrections setting, at least initially. Keeping in mind the nature and limitations of the corrections setting while grounding instruction in the broader learning community to which the learner will transition is your challenge.

The support learners have to achieve their goals is a third factor of instructional planning. How much time do the learners have available on a day-to-day basis? What support do they have to help them, encourage them, and motivate them? Does the corrections facility encourage or discourage learning? How independent are the students as learners? What technology, if any is available, can and should be incorporated into instruction? How much reinforcement will the students need? Have they been diagnosed with any learning disabilities? Research has demonstrated a significant percentage of incarcerated youth are learning disabled. They may have difficulty learning and require more intensive instruction. Information on learning styles, environment and culture, and strengths is helpful when doing instructional planning. In fact, this kind of interviewing and informal assessment is part of the overall process of instruction.

Now that you know the learners better, here's a real-life example to consider. Eddie has recently been incarcerated. He is a first time offender convicted of a drug offense. He is single with no family. Upon questioning, you find that Eddie learns better when he translates into visual images by doodling—he's a visual learner. What he would like most to do is learn to read the newspaper.

In working with Eddie, you might select a goal from an adult education curriculum to include in his instructional program:

☐ The learner will read and construct meaning from text using a variety of materials related to own purposes.

Drawing on Eddie's visual learning skills might help him achieve his goal. One or more of the following instructional activities could achieve the above objective:

☐ Eddie will watch the news every night on television.

☐ During the following days, Eddie will look at the newspaper available in your program for photos of the same events he saw on TV.

☐ Once Eddie has located pictures of the same events, he will look at the captions to read what they say. He may do this with a partner so each can help the other.

☐ Next, Eddie will focus on the headlines, finding the key words from the captions.

☐ Finally, the instructor will ask Eddie to look at the first paragraph of the article to find the important information. Eddie will scan the paragraph for the answers to What? When? Where? Who? Why? and How?, using a highlighter to highlight the answers.

During this series of activities, Eddie has moved from doing what he feels comfortable with—watching TV news—to relating this to newspaper photos, to the written words of description in the captions, and finally to the important first paragraph.

Note that the above instructional activities are consistent with what you know about Eddie. He is visual, as are the majority of the activities. The activities are flexible, meaning they can be done in relatively little time. Again, incarcerated youth and adults always, by nature of their incarceration in county correctional facilities, have limited time—generally under a year. Depending upon the facility and the learner's status, he/she may also be able to complete the assignment on his/her free time, if a newspaper is available. This is an example of using the larger community for learning experiences. You are operating within the constraints of the corrections setting but utilizing the events of the larger community for the learning.

As illustrated in the previous example, instructors should first find out what students want to learn. Then, they should keep in mind the students' larger goals to plan instruction. Here's another example:

> Students in an education program for incarcerated youth have told their instructor Maria that they are interested in the news, in health, and in biographies. Maria remembers that an adult education curriculum recommended that learners have lots of opportunities to read and to write about a wide variety of texts, based on their interests. She decides to present a few options of reading activities to her students:
>
> ☐ choose one topic from the list to read about as a group,
>
> ☐ read the same material about that topic together as a group,
>
> ☐ all read different materials about the same topic, or
>
> ☐ have the freedom to read about any one of these topics at the same time.
>
> The class decides to read the same material about wellness together. To give students more opportunities to see different kinds of texts and to allow students some choice, Maria asks the students to pick one material from the selection she has assembled on the topic of wellness:
>
> ☐ newspaper article
>
> ☐ brochure
>
> ☐ simple short story
>
> ☐ an excerpt from a simply written book about good health.
>
> Maria recalls that an adult education curriculum suggests that students prepare for reading by activating their prior knowledge. Before students begin reading, she says to them, "Tell me what you already know about wellness." She then records their responses on a flip chart, using a simple graphic organizer to make it clear. She draws a circle with the word "wellness" on it. Radiating from the circle are the students' responses.

As depicted in this example, it is useful to select and implement activities in the context of a larger instructional plan. The activities are selected to build on one another. See pages 53–132 for some sample lessons. The self-contained lessons, which include handouts, deal with a wide range of topics and reinforce basic skills.

The fourth step in instructional planning is assessment. To some degree, assessment is also involved in both the first and second steps. While assessment is often characterized unduly as a highly complex process, it need not be. You simply want to know whether the instruction has been successful. Learners need to demonstrate mastery—hopefully, in real-life situations. As with other phases of instruction, learners are encouraged to participate in this last phase: how will they demonstrate that they have mastered a competency or achieved an objective?

Optimally, assessment is integrated as part of the instruction. The instructional activities listed above utilize a variety of assessment tools: journals, reports, videotapes, group projects, self-evaluation, demonstrations, role-playing, and illustrations. All of these methods provide information on whether an objective has been met. These sources are often considered to be formal assessments; informal means such as observations, participation, and conversations are also instructive.

In summary, the four steps which comprise instructional planning are:

1) Get to know the learners.
2) Set goals.
3) Design and provide instructional activities.
4) Assess mastery.

Learning is achieved as a product of an extensive curriculum, thoughtfully conceived instructional planning, and classroom management. When a welcoming, successful, and productive learning environment is created and maintained, instruction is transformed from a negative, punishing memory to a positive, rewarding reality for learners—a reality in which they want to participate as they achieve their goals. According to many experienced adult educators, while the corrections setting is limiting, it is still possible to create an environment where learners feel welcome, motivated, safe, and challenged.

VII. SPECIAL CONTRIBUTIONS FROM EDUCATIONAL ADMINISTRATORS

A variety of staff development and technical assistance activities related to educational programming for incarcerated youth and adults occur annually. Several regional and statewide staff development workshops are held focusing on instructional strategies, transition project spotlights, and content about specific programs such as *Action for Personal Choice* (APC) and computer-assisted career information system demonstrations. Issues about students with special conditions or with disabilities are also addressed. Programs about technical issues related to funding are provided. Program practitioners, administrators, and corrections staff all benefit from these opportunities.

The conference of the New York State Association of Incarcerated Youth Programs is another staff development opportunity held annually. Typical workshop topics might include transition programming strategies, exit counseling, parenting skills, the substance abusing inmate, and the African-American experience. Again, all personnel involved with incarcerated youth and adults can attend the conference.

Special training sessions are held to facilitate the implementation of specific programs including computer-assisted career information systems, transition programming, and APC. These sessions provide highly interactive, hands-on experiences so personnel can fully utilize the programs. On-site technical assistance is also available.

Special topic symposia are held periodically to continue to develop ideal program models for incarcerated youth. For example, an Incarcerated Youth Symposium was held to define program areas which need to be developed and built into the Incarcerated Education Program model. Plenary and small working group discussions provide opportunities for creative thought and skill building for education and corrections personnel.

Program site monitoring also provides opportunities for staff development and technical assistance for educators and facility personnel. During these visits, the immediate issues, concerns, needs, and barriers to local program implementation are identified and addressed.

Finally, Technical Assistance Teams have been selected to provide expertise to the educational and transitional program services in all county correctional facilities. While a range of opportunities exist for current staff to enhance their knowledge and skills, a preservice component exists in only a few facilities. Mentoring the novice corrections educator is important because the environment is so different from traditional adult education.

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VIII. MANDATES

In planning and implementing education programs for incarcerated youth and adults, keep in mind that there are several legal mandates which relate both to programming in the correctional facility and to constraints during the transition phase. Each of these is discussed here.

New York State Laws Pertaining to Education in Correctional Facilities

There are several mandates related to incarcerated youth and adults which guide and support the incarcerated education program in its operation. Chapter 683 of the Laws of 1986 makes provision for educational services for youth (16–21) incarcerated in correctional facilities maintained by counties or by the City of New York. The Commissioner of Education's regulations implementing Chapter 683 (Part 118) require that school districts, where the correctional facilities are located, provide educational services to youth who are under age 21 and do not have a high school diploma.

These educational services can be provided directly by school districts or contracted to another district or BOCES. State aid is paid to the school districts for administering this program. The incarcerated youth's school district of residence reimburses the SED for the cost of the youth's education. Incarcerated adults over age 21 are eligible under Employment Preparation Education (EPE), the State aid formula for adult education.

In carrying out these mandated educational programs for incarcerated youth, there are a number of requirements related to planning and program reports. The requirements include:

- ☐ ***Planning*** – Each school district providing educational services to incarcerated youth is required to submit a plan, along with a projected budget, for the approval of the Education Commissioner by July 15 of each year.
- ☐ ***Educational Program Requirements*** – The school district must conduct an evaluation to provide an instructional program which meets the needs of each youth. In designing the instructional program, other information including data from schools previously attended by the student and the student's presentencing report may also be used. The outcome of the instruction should be to increase a student's level of achievement in reading, mathematics, and written and oral communication. In addition to basic skills, skills most likely to be beneficial to the student upon returning to the community should be emphasized. Activities should be aimed at: (1) preparation to pass the GED or tutoring in regular high school courses for students expected to return to their school district of residence and/or (2) preparation to qualify for training or employment opportunities.

❑ ***Notifications and Reports*** – The school district is still asked to file with the Education Commissioner an annual program report about programs and services provided in the previous program year, along with a final budget report.

For more detailed information on the legislative and regulatory requirements for the provision of educational services to incarcerated youth, contact the Office of Workforce Preparation and Continuing Education, (518) 474–8700, and ask for the document entitled *Overview: New York State's Mandated Educational Programs for Incarcerated Youth.*

Employment Rights and Related Matters

There are many legal issues facing incarcerated youth and adults after they leave the facility. These relate primarily to employment, the "rap sheet," and the certificates which may compensate for some of the disadvantages ex–offenders face when they leave the facility. The Legal Action Center (see page 48 for address and phone number) has extensive experience with these issues and has prepared the following information.

Employers in New York State may hire and fire at will. While there is no legal right to a job for anyone, illegal discrimination is not permissible. The following information will enable ex–offenders to plan their search for employment judiciously.

Although there is no specific Federal law about criminal histories and employment, court rulings have declared that barring employment because of a criminal history has a disproportionate impact on minorities and is a civil rights issue. New York State Correction Law and Human Rights Law also prohibits a blanket policy of not hiring ex–offenders. These laws extend to private employers with more than 10 employees and public employers with more than four employees and various occupational licensing agents. The law further states that it is illegal to deny an ex–offender a job or license because of a past conviction, unless it relates to the duties of the job such as DWI and driving a vehicle. A job may also be denied if there is an unreasonable risk to the property or safety or welfare of specific individuals or the general public.

In judging potential employment of an ex–offender, the employer must consider each applicant individually and take into account a number of factors including the time since the crime(s), seriousness of the offense(s), age at the time of the crime(s), information about rehabilitation and good conduct, etc. If an ex–offender has been denied employment, he/she may request, and is entitled to, a written statement of the reasons why he/she was denied the job or license.

In addition to Corrections Law, State Human Rights Law also relates to employment by prohibiting public and private employers and occupational licensing agencies from denying employment based on arrests only. For any employer with four or more employees, it is illegal to ask, "Have you ever been arrested?" Law enforcement is exempt from this law.

There are a series of Federal and State laws which relate to employment and disabilities including alcoholism, drug abuse, and HIV disease or AIDS. A Federal law, the Rehabilitation Act of 1973, addresses one of these disabilities by focusing on drug and alcohol history, around which there are special protections in employment. This act prohibits discrimination against persons with a current or former disability who are otherwise qualified to perform the job they seek or hold. Employers are required to make "reasonable accommodations" to the known physical or mental limitations, alcohol or drug abuse in this case, of the individual. So long as these persons are in treatment, no longer using, and are otherwise qualified to perform their jobs, they are protected. Persons with HIV disease or related illnesses such as AIDS are also protected from employment discrimination. This act applies to private employers who hold Federal government contracts, the Federal government, and to both private and public employers who receive Federal grants or aid.

A more recent law, the Americans with Disabilities Act (ADA) of 1990, extends the previous law and applies to all state and local governments and agencies as well as most private employers with 25 or more employees. On July 26, 1994, the ADA became applicable to employers with 15 or more employees. The ADA prohibits employers from discriminating against a "qualified individual with a disability." As with the previous law, alcoholism and drug abuse are covered if the person can perform essential functions of the job with or without reasonable accommodation. Recovering drug users are also covered if they have completed rehabilitation programs, are currently participating in supervised rehabilitation, or are erroneously considered an illegal drug user. Obviously there is no protection if there continues to be use of an illegal drug. Persons with HIV disease and AIDS are also covered. Particularly in the case of HIV disease and AIDS, employers must make decisions on the basis of an individual's capabilities at the time of hiring, not on the basis of speculation of increased costs of health insurance premiums or worker's compensation costs. Finally, employers cannot ask about or test for HIV without consent before conditionally offering the applicant a job. No information about HIV can be used in a discriminatory manner. Even with consent, the legality would be questionable, particularly where there is no relevancy to employment.

New York State Human Rights Law affords protection against discrimination based on a past or present disability as long as the person can perform the job in a reasonable manner. This law applies to all public and private employers with four or more employees. Consistent with Federal legislation, alcoholism and/or a history of drug addiction are disabilities, as is participation in a methadone maintenance program to treat addiction.

New York City Human Rights Law mirrors State law prohibiting discrimination against any person with an actual or perceived disability who is otherwise qualified for the job currently held or sought. Again, disability includes alcoholism or substance abuse, and protects only those individuals not abusing illegal drugs.

Another aspect of protection while employed or looking for employment is the Employee Polygraph Protection Act of 1988. According to this law, polygraph tests are illegal in most situations. Requiring, requesting, or suggesting that someone take a polygraph is illegal. In addition, punitively treating an employee who refuses to take one is illegal. Exceptions to the protection are employees in law enforcement and prospective employees of security firms and pharmaceutical manufacturers and distributors. Private employers may test employees reasonably suspected of workplace theft or in an incident resulting in economic loss to the employer if they have proof beyond mere access.

There is no protection afforded against drug testing by the government except in some cases when there might be a challenge on Constitutional grounds. Private employers in New York State are free to test without restriction unless it is prohibited in a union or employment contract.

All of the legislation above relates to employment issues—times when individuals may be asked questions related to their criminal history, times when they cannot be denied employment as long as they are able to perform the job, and protections they are afforded. It's also important to know what individuals can be asked as applicants for jobs. A prospective employer cannot ask an applicant about a disability or the nature or severity of the disability before the job offer is made. Again, the applicant can be asked if he/she is able to perform or carry out the job. The applicant also cannot be asked about alcohol and/or drug problems. Once the applicant is offered the job, the employer can make medical inquiries and/or require a medical examination before beginning work. In fact, the employer can condition a job offer on satisfactory results of such inquiries and testing; meaning that the employee can perform the tasks in a reasonable manner with reasonable accommodation.

An applicant can be asked about criminal convictions; nothing in either Federal or State law prohibits this. An applicant can be fired or refused a job for lying. Employers, with the exception of law enforcement agencies, cannot ask about arrests not leading to conviction.

Next, an incarcerated youth or adult needs to know about his/her rap sheet, the record of arrest through conviction and sentence. Each time the individual is arrested and fingerprinted, the police agency sends a copy of the prints to the Division of Criminal Justice Services (DCJS). DCJS searches for any prior history, and compiles a record or rap sheet of New York State criminal activity. Out-of-state arrests are not included on the New York State rap sheets. The Federal Bureau of Investigation (FBI) rap sheet has a complete list of all arrests from all states.

The issues surrounding who can and cannot see a rap sheet are complex. Criminal justice and law enforcement agencies can obtain the entire rap sheet or criminal history record, but do not always have access to sealed information unless the purpose is for employment of the individual by the law enforcement agency. Most private employers, on the other hand, are not entitled to see rap sheets, unless specifically authorized by law. Public employers can request a rap sheet and, if carrying a gun is involved, the entire record is available. Public employers and occupational licensing agencies can request a rap sheet without sealed information. Pistol licensing agencies are permitted to see sealed information. The offender has a right to see his/her own complete rap sheet.

It is, in fact, important for incarcerated youth or adult to become familiar with his/her rap sheet for a number of reasons. First, the individual needs to know what a prospective employer might see so the matter can be discussed openly. Second, the rap sheet should be checked for accuracy. Incomplete entries and mistakes are common. For example, youthful offender status, mistakes in crime or conviction, or sealed information left unsealed are not unusual. The individual has a right to get these errors corrected. Finally, the individual should review the criminal history to refresh his or her memory. Sometimes crimes took place a long time ago and certain aspects of the information may be needed on a job application.

As you'll see in Appendix C, a Sample Rap Sheet, a rap sheet consists of three columns: the first column contains the date of arrest, county of arrest, date of crime, and name of arresting agency; column two holds the charges at arrest, the citation of Penal Law, and category of crime (violation, misdemeanor, felony); and, finally, the third column includes the outcome or disposition of arrest including the date of trial, name of court, indictment or docket number, outcome of proceeding, sentence, or other disposition.

Incarcerated youth and adults should be reminded to look for incomplete entries, such as arrests without outcomes which might cause people to conclude that they were guilty or that there is an outstanding charge or warrant. Computer and human errors in name, date of birth, Penal Law citation, and others on the rap sheet may also communicate a message one would not want. Finally, double entries for the same arrest again communicate a longer criminal history than is actually the case. There should be no separate entries for multiple charges of the same arrest.

The procedure for seeing or obtaining a copy of the rap sheet depends on where you live:

- In New York City, the ex–offender must go to the Police Department at One Police Plaza in Manhattan and be fingerprinted ($25.00 charge as of 1996). After an approximately two–week wait, the individual can go back to the Police Department to review the rap sheet in person and take notes. No copies of the rap sheet can be made.
- In Erie County, call (716) 858–6760 to arrange an appointment at the Erie County Central Police Services to fill out the required forms. Again, in reviewing the rap sheet, the ex–offender must take notes as no copies can be made.
- The ex–offender may file a formal "Request for Record Review" form with Division of Criminal Justice Services along with a set of fingerprints and a $25.00 processing fee (as of 1996). Fingerprints can be obtained from most law enforcement agencies or by writing to or calling the Legal Action Center (see page 48 for address and phone number). To get a request form, write to NYSDCJS, Record Review Unit, Executive Park Tower, Stuyvesant Plaza, Albany, NY 12203, or call (518)485–7675. After it is filled out, send the form to DCJS. It will send back a copy of the rap sheet and a "Statement of Challenge" form to correct mistakes or problems. The DCJS removes identifying information to protect privacy.

Unless waived, FBI rap sheets can be obtained for $17.00 (as of 1996), under the Freedom of Information Act. Individuals should write to Identification Division, Recording Section, FBI, 9th and Pennsylvania Avenue, NW, Washington, DC 20537.

Making sure a record is sealed is another matter that incarcerated youth and adults should investigate. Arrests terminated in the offender's favor, including acquittals, dismissals, etc., are sealable (any arrest after November 1, 1991 not leading to a conviction should be sealed automatically unless opposed by the prosecutor for good cause shown). Also sealable are arrests leading to noncriminal or violation convictions including disorderly conduct, harassment, possession of small amounts of marijuana, and traffic infractions. However, some violations cannot be sealed, such as first–time prostitution or DWI/DWAI. When a case is sealed, fingerprints and pictures are returned and information is removed from the rap sheet seen by most employers. Only offenders will see both the sealed and unsealed record, except as earlier described.

In order to seal a record, the individual must contact the court of record where the charges were filed. Information about the process for sealing a record can be obtained by contacting the court clerk for the court for which the case was decided.

Finally, ex–offenders should apply for a certificate of rehabilitation which removes many of the civil disabilities they may encounter because of their convictions. This certificate gives them a "presumption of rehabilitation" and lifts statutory bars to licensure and employment. The ex–offender can still be denied employment if the employer considers conviction "directly related" or the person to be an "unreasonable risk" to people or property as mentioned previously.

There are two kinds of certificates of rehabilitation: Relief from Disabilities (for persons who have been convicted of no more than one felony) and Certificate of Good Conduct (for persons convicted of two or more felonies).

> *Certificates of Relief from Disabilities* are available to any person convicted of only one felony in a lifetime and/or misdemeanors, even if the conviction was not in New York State. A temporary certificate may be obtained while on parole or probation. If the offender was incarcerated in a city or county jail, or recipient of a suspended sentence, probation or conditional/unconditional discharge, he/she should apply to the sentencing court for the certificate. If the offender was incarcerated in State prison, or if the conviction was out–of–state or in Federal court, the offender should apply to the New York State Board of Parole, Certificate Review Unit.
>
> The *Certificate of Good Conduct* is available to an individual with more than one felony conviction. If convicted of an A or B felony, the ex–offender must wait five years after completing the sentence before application. If convicted of a C, D, or E felony, a three–year waiting period is required. The time period before applying begins after completion of the sentence, which means release from custody (prison/parole), payment of fines and restitution, where applicable.

The information on legal rights of ex–offenders is complex. There are two resources which can help you as you work with incarcerated youth and adults. They are:

Legal Action Center
153 Waverly Place
New York, NY 10014
Phone: (212) 243–1313
Fax: (212) 675–0286

Fortune Society
39 West 19th Street
New York, NY 10011
Phone: (212) 206–7070
Fax: (212) 366–6323

IX. SAMPLE LESSONS: Introduction

This chapter contains sample lessons for use in your education programs for incarcerated youth and adults. In planning and developing the sample lessons, we have adhered to three principles. They are:

- ☐ The majority of the lessons can fit into an hour class or can be utilized over several class hours, depending on the instructional activities you choose and how you structure them. Most can also be customized for individual use.
- ☐ The lessons are generally self-contained. All the handouts you need for the lessons are in the manual. Easily-found objects are used in a few lessons. These should be items which can be brought into most correctional facilities, knowing that rules vary from facility to facility. Any books which are used are listed under "Resources Materials" on page 207.
- ☐ The lessons generally target skill building which may not be identified as important in more traditional adult education material. While there are a number of lessons which specifically address basic skills and GED preparation, many deal with skills which will be of particular benefit during the incarceration and transition period: communication, health promotion, and workforce preparation. In each of the latter lessons, basic skills are also honed with writing assignments, reading, problem solving, etc.

The lessons were developed primarily by practitioners who submitted favorite lessons, which were revised and included in this chapter. The names of the contributors appear at the bottom of the sample lessons. Other lessons were developed in response to needs identified in focus groups and surveys.

For ease of use, the lessons have been organized by several topic areas including: classroom management, learning styles, basic skills and GED preparation, health promotion, communication, values/life skills, and preparation for transition. When you use the lessons, let us know about your experiences. If you have suggestions for revisions or additional lessons to add, send them to:

Hudson River Center for Program Development, Inc.
102 Mosher Road, Glenmont, NY 12077
phone: (518) 432-4005 fax: (518) 427-9718
E-mail: smithbe@aol.com

SAMPLE LESSONS

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CLASSROOM MANAGEMENT

Sample Lesson 1: Making the Classroom a Safe Place for Learning[1]

Goal: To build a safe classroom environment and increase student retention through trust-building.

Outcome Objective: Learners will develop a list of ground rules for how they will behave and treat others while in the classroom.

Instructional Materials: ☐ Blackboard and poster paper

Activities

Activity 1 Instructors and learners discuss the need for ground rules in the classroom. After the learners are acquainted with each other, they will be able to discuss whether rules are needed to show respect for each other and to maintain an atmosphere that promotes learning. Learners discuss the concept of what it means to respect someone, and how they would like to be treated. If there is open enrollment, this discussion should be revisited on a regular basis.

Activity 2 Instructor elicits and records suggestions for respectful behavior from the class. The class forms a consensus on a list of ground rules. Discussion should continue until the group is satisfied with basic rules which focus on taking control of oneself and respecting others. Examples of specific rules include: not interrupting; listening to others when they are speaking; and giving a new person attention when entering the class. Again, with open enrollment, the current rules can be discussed and modified as new learners enter.

Activity 3 Once agreed upon, rules are posted in the classroom and referred to when necessary. Learners should receive their own copies of the ground rules to foster ownership and reinforce the learning that has taken place.

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[1] New York State Department of Education, *Education for Homeless Adults: Strategies for Implementation* (Albany, NY: Author, 1993), p. 33. Adapted and reproduced with permission.

Sample Lesson 2: Schooling Then and Now[2]

Goal: To explore the effect of past schooling on the learner's current attitude toward learning.

Outcome Objectives: Learners will:
- ☐ Be more enthusiastic about accomplishing learning goals.
- ☐ Initiate new learning with greater enthusiasm.
- ☐ Have more confidence in their ability to perform in the classroom.

Instructional Materials:
- ☐ HANDOUT A: *Schoolhouse* (page 135)
- ☐ HANDOUT B: *The Story of Sean* by Guy Dodd (page 137)
- ☐ Flip chart and markers

Activities

Activity 1: Learners receive HANDOUT A: *Schoolhouse*, which is a graphic of a "typical schoolhouse." Learners respond to the graphic by listing or saying words that come to mind when thinking of school. This activity is repeated as a large group, with instructor recording feelings/words on flip chart.

Activity 2: Learners discuss feelings/words listed and relate how past schooling can have a big impact on later schooling attempts, as well as on life. Instructor can facilitate discussion by asking open–ended questions, such as:

"Why did you use [particular feeling/word]?"
"Why are some of the feelings/words used so commonly?"

Facilitator may also wish to explore some of the stronger feelings/words listed by individual learners.

Activity 3: Learners listen to or read HANDOUT B: *The Story of Sean*. Afterwards, learners discuss the following questions:

"How did people at Sean's school view him?"
"How did Sean's teacher view him?"
"What was really going on in Sean's life?"
"When have you felt like Sean?"

---

[2] New York State Department of Education, *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons.* (Albany, NY: Author, 1994), p. 33. Sample lesson and handouts adapted and reproduced with permission.

"How would you have treated Sean before you knew his history?"
"How would you treat Sean now that you know about his history?"
"What does this story tell us about how we should relate to others?"

Learners may identify with aspects of Sean's story and should be encouraged to share their own experiences.

Activity 4: Learners consider the impact their past schooling has on their current attitude toward learning. A direct connection between their earlier experiences and now may be drawn by asking questions like:

"How do you think your own school experiences have affected your self–esteem/enthusiasm for learning?"
"How does it affect your participation in this program?"
"How will it impact your future goals?"
"How can you address some of these 'attitudes' to lessen the possible negative impact and enhance positive ones?"

Learners then brainstorm for ways to overcome these attitudes/barriers.

Activity 5: Learners may complete the story by writing their own endings, which can be shared or discussed with the class.

Sample Lesson 3: Personal Histories[3]

Goal To appreciate learners' personal histories.

Outcome Objective: Learners will be aware of the positive value of their life experiences.

Instructional Materials: ☐ Writing journals

Activities

Activity 1 Instructor discloses a personal anecdote from his/her life to create a level of comfort and trust with the learners. The instructor then asks learners to use journals to write down their personal histories, beginning at any point they wish in time .

Activity 2 Instructor solicits volunteers to orally share an experience with the class. He/she then facilitates discussion to find specific positive value in a conventionally negative experience (*i.e.*, incarceration, substance abuse, etc.)

Activity 3 Instructor divides class into small groups of two or three learners to create greater ease in disclosing experiences, bonding, and improving listening skills. The learners then become the facilitators in their groups to find positive value in each other's experiences.

Activity 4 Instructor encourages learners to continue writing in their journals on a daily basis, reviewing their progress. The transition phase is an important period to record for discussion with teacher, transition counselor, and other supports. The start of negative behaviors can sometimes be observed in writing and stopped before additional problems occur.

---

[3] *Education for Homeless Adults: Strategies for Implementation*, p. 45. Adapted and reproduced with permission.

LEARNING STYLES

Sample Lesson 4: Discovering Your Learning Style[4]

Goal: To be aware of how we learn most effectively.

Outcome Objectives: Learners will:

- ☐ Know which form of learning is best for them.
- ☐ Be able to seek out that method when available.

Instructional Materials: ☐ Three objects of instructor's choice (i.e., jar, spoon, ball, map, Rubik's Cube)

Activities

Activity 1 Instructor explains that people learn differently. Some learn better by reading or seeing, some by listening, and some by touching. The instructor then solicits learners' opinions on how they think they learn best.

Activity 2 Keeping the first object out of sight, instructor gives a verbal description of it, citing characteristics such as color, shape, size, weight, texture, etc. Instructor then asks three or four questions about the object, based on the description just given.

Activity 3 Instructor visually displays second object at the front of the classroom. Learners may advance to get a close look, but may not touch or discuss the object. Furthermore instructor should not comment on any features of the object. Instructor then asks the same three or four questions about the second object, based on what the learners could see about it.

Activity 4 Instructor passes the third object around the room, allowing learners hands–on experience in feeling its texture and weight, seeing the color close up, and so forth. Again, instructor asks the same three or four questions about the object.

Activity 5 Instructor asks learners to compare results of their three "quizzes" to see which method of observation is most effective for them. Instructor then asks for a consensus on whether learners were correct in their first guesses as to how they would learn best.

Activity 6 Another fun way to differentiate between auditory and visual learners would be to play "Simon Says." Instructor says, "Touch your chin," while actually touching his/her cheek. See how many learners are influenced by visual command rather than doing what "Simon" actually said!

---

[4] *Education for Homeless Adults: Strategies for Implementation*, p. 31. Adapted and reproduced with permission.

Sample Lesson 5: Learning and Memory Techniques[5,6]

Goal: To discover one's learning "channel" or style.

Outcome Objectives: Learners will:

- ☐ Know the difference between and functions of the right and left brains.
- ☐ Understand concentration peaks and retention.
- ☐ Improve their memories via special techniques.

Instructional Materials:

- ☐ HANDOUT C: *Left- and Right-Brain Characteristics* (page 139)
- ☐ HANDOUT D: *Nine Dots* (page 141)
- ☐ HANDOUT E: *What Do You See?* (page 145)
- ☐ HANDOUT F: *Brain Shifts* (page 147)
- ☐ HANDOUT G: *Learning Styles Inventory* (page 149)

Activities

Activity 1 Instructor explains that the human brain is divided into left and right halves called hemispheres. To keep things simple, the hemispheres are called right brain and left brain. Each half has a different learning function. For instance, the left brain "sees" information in detail, whereas the right brain perceives information in general. The left brain is verbally oriented and contains the language center, while the right brain is visually oriented.

The different strengths we all have are often linked to which side of the brain we "favor." Right brain children are action– and feeling–oriented, intuitive, and creative. They may not do well in a traditional classroom because their creative and physical skills (those used in acting, drawing, business, music, and sports) often aren't used until school is over.

In our culture, left brain traits are emphasized in school. Left brain children are good at memorizing facts or reading for hours at a time, and are considered "good" learners. HANDOUT C lists the differences between the left and right brain.

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[5] Adapted from *How to get better Grades in High School – Where There's a Will there is an A* by C. Olney© All Rights Reserved. Courtesy of Chesterbrook Educational Publishers, Inc.

[6] Contributed by James Gray, Suffolk Board of Cooperative Educational Services 1, Riverhead, NY, 1994.

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Activity 2 This exercise will help learners develop both the right and left sides of the brain. Learners complete HANDOUT D by joining the nine dots with four straight lines *without raising the pencil from the paper.* Many people believe they must stay within the nine dots to connect them. The exercise should emphasize creativity in thinking *outside the nine dots.*

Activity 3 These exercises help develop brain shifts, or moving your brain from thinking one way to another. Learners look at HANDOUT E, and state whether they see a young lady or an old lady. Exercise is repeated with the top figure on HANDOUT F, shifting from seeing a rabbit to seeing a duck, then back again. In the bottom figure, do learners see a vase or a pair of profiles?

Activity 4 It is important for learners to discover their own learning channels or styles. According to medical and psychological research, if one is right–handed, he/she is a left–brain learner. If one is left–handed, he/she is a right–brain learner. Learners complete HANDOUT G to determine if they are visual, auditory (hearing), kinesthetic (touching), or combination learners. Discovering how one learns best can maximize the learning experience.

BASIC SKILLS & GED PREPARATION

Sample Lesson 6: Story Building[7]

Goal: To utilize spelling and vocabulary words effectively in writing.

Outcome Objectives: Learners will:

☐ Broaden their vocabularies and learn the correct use of new terms.
☐ Communicate through written language.
☐ Exercise their creativity in a classroom setting.
☐ Reduce stress in a positive, acceptable manner without the use of chemically addictive substances.

Instructional Materials:

☐ Portable tape player, relaxing music
☐ Composition paper, pens and pencils
☐ Lists of vocabulary or spelling words

Activities

Activity 1 Instructor distributes word lists or displays them on a blackboard or flip chart where everyone can see them. Learners create a story using as many of the words as possible, volunteering to share their finished stories aloud with the class. Stories can be edited and published in a newsletter or class handout.

Activity 2 In a dimly-lit room (if possible), instructor plays a tape such as *Gentle Island Surf.* Learners relax, listen, and get in touch with their feelings by imagining being on a beach in the warm sun on a tropical island. Instructor asks learners to think about how it might be, how they might feel, how relaxing the activity is, etc. After several minutes of listening, learners make a list of words that come to mind and share their lists with the class. Then, learners create their own stories using their lists of words and adding ones they may have heard during the discussion or that came to mind later. Again, stories are shared aloud, edited, and published.

---

[7] Contributed by Sheila Forsythe, Cayuga-Onondaga Board of Cooperative Educational Services, Auburn, NY, 1994.

Sample Lesson 7: Bio Poem[8]

Goal:	To write a biographical poem.
Outcome Objective:	Learners will write intelligently and effectively on a subject they know inside and out — themselves.
Instructional Materials:	☐ HANDOUT H: *Bio Poem* (page 155) ☐ HANDOUT I: *Sample Bio Poem* (page 157)

Activities

Activity 1 Instructor describes the format of the poem on HANDOUT H, reading the sample poem on HANDOUT I as an example. Learners work independently on creating their own Bio Poems.

Activity 2 If possible, a booklet of Bio Poems is published by the class.

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[8] Contributed by Barbara Converso, Lockport City School District, Lockport, NY, 1994.

Sample Lesson 8: Publishing a Student Newsletter[9]

Goal:	To improve writing and reading skills through organization and creativity.
Outcome Objective:	Learners will produce and distribute a student–written and –edited newsletter.
Instructional Materials:	☐ Typewriter or computer and word processing software ☐ Access to photocopying machine

Activities

Activity 1 In the initial session, learners and instructor discuss ideas of what should be included in a newsletter. Once the learners have decided on topics, headline, pictures, etc., they must choose staff roles. One person will serve as editor, and the other learners should decide on the nature of their contributions. They could choose to do an interview, obtain responses to a question of general interest, write an article, do artwork, type copy, or distribute the final edition.

Activity 2 The learners set a deadline for publication and schedule their time to meet the publishing date. Class time may be used for the writing process and review.

Activity 3 When the newsletter is ready for distribution, copies are sent to persons with a special interest in the Incarcerated Education program, such as local government officials or service providers, to generate support and give a human face to the incarcerated youth population.

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[9] *Education for Homeless Adults: Strategies for Implementation*, p. 65. Adapted and reproduced with permission.

Sample Lesson 9: Essay "Web"[10]

Goal: To develop a well-thought out, sequentially organized, grammatically correct essay.

Outcome Objectives: Learners will:

- ☐ Develop skills in grammar, writing, vocabulary, reading comprehension, and critical thinking.
- ☐ Integrate information from social studies, current events, and cultural differences.

Instructional Materials:

- ☐ Flip chart or blackboard
- ☐ Lined composition paper
- ☐ HANDOUT J: *Sample Essay Questions* (page 159)

Activities

Activity 1 Instructor chooses an essay topic from the list on HANDOUT J or creates one that reflects the interests of the learners, a subject area they are currently studying, or current events in the community or the nation.

Activity 2 As a group, learners determine the main idea of the essay. Learners reduce the main idea to one or two words, then write the word(s) in a circle on the flip chart or blackboard. Instructor draws lines outward from the center circle, like rays, and asks learners to list two to four subcategories that will expand the main idea of the essay.

Activity 3 Learners brainstorm some examples that reflect the subcategories. Two to four examples of each subcategory are noted at the ends of the "rays" reaching out from them. This creates a structure that will look similar to a spider web.

Activity 4 Learners develop a topic sentence for the composition from the original question. Then, they write the introductory paragraph by using the "web" to move from the main idea to subcategories. Instructor explains that one way to introduce a topic is to first write the essay question, then write a few sentences discussing the subcategories.

Activity 5 Learners develop content paragraphs by writing one for each subcategory. Examples listed on the "web" are used to expand the ideas.

Activity 6 Learners develop the conclusion by working backward from the examples to the main idea in the middle of the "web."

Activity 7 Instructor duplicates final essays or transfers them on to transparencies to correct grammar and spelling errors with the class.

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[10] Contributed by Walter Baecker, Suffolk County Board of Cooperative Educational Services 1, Riverhead, NY, 1994.

Sample Lesson 10: GED Essay Writing[11]

Goal: To prepare learners for the essay portion of the GED exam.

Outcome Objectives: Learners will:

☐ Recognize key words to answer questions.
☐ Create an outline of ideas to use while writing.

Instructional Materials: ☐ HANDOUT K: *GED Essay Writing* (page 161)

Activities

Activity 1 Instructor relates how important it is to read directions when taking any test, particularly essay tests. For students to be sure of what is being asked on an essay test, they should:

a. Read the question.
b. Reread the question and underline key words or phrases, such as "tell what happened," "describe," or "give your opinion."
c. Create an outline of their ideas.
d. Use the outline to write the essay.
e. Read the essay from beginning to end.

Activity 2 Learners use the topic *Inventions* (Topic B) as described on page one of HANDOUT K to create an outline using the following steps:

a. Brainstorm ideas.
b. Create an outline by putting the ideas in an order that makes sense.
c. Review the outline with the instructor.

Activity 3 Learners write essays using their outlines. After all learners have started and one or two have finished their essays, instructor reads aloud his/her essay on the same question. A discussion on the strong and weak points follows.

Activity 4 Instructor assigns the *Credit Cards* topic on page two of HANDOUT K for homework (repeat this process with other topics as needed):

a. Create an outline.
b. Write an essay.
c. Read *Introduction to Holistic Scoring* in handout to learn how papers are graded on the GED exam.
d. Read model essays on credit cards.
e. Using steps 3 and 4, rate your own essay.

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[11] Contributed by James Clausen, Jr., Montgomery Academy, Fonda, NY, 1994.

Sample Lesson 11: Citizenship Through History[12]

Goal:	To use American History as a tool to teach ESL students English.
Outcome Objectives:	Learners will: ☐ Speak, read, and write in English. ☐ Know U.S. history, laws, and customs.
Instructional Materials:	☐ English and Spanish (or other non–English language) versions of *The Way to U.S. Citizenship,* by Margaret W. and Patricia L. Hirchy

Activities

Activity 1 Learners read the book chapter by chapter, first in Spanish (or other non–English language) and then in English.

Activity 2 As a group, learners compare cultural differences discussed in the book. Instructor should encourage the expression of different viewpoints from older and younger learners of the same cultures. Then, customs and languages should be compared cross–culturally.

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[12] Contributed by Sue Chapman, Suffolk Board of Cooperative Educational Services 1, Riverhead, NY, 1994.

Sample Lesson 12: Test Wiseness[13]

Goal: To increase learners' test-taking ability or "test wiseness."

Outcome Objectives: Learners will:
- ☐ Maximize scores on tests such as the GED exam.
- ☐ Ease anxiety in testing situations.

Instructional Materials: ☐ HANDOUT L: *Test of Test-Wiseness* (page 171)

Activities

Activity 1 Instructor discusses strategies to use before tests with learners.
- a. Get as much information about the test as possible.
- b. Review past exams, if possible.
- c. Discuss personal feelings about testing (anxiety, past experience).
- d. Evening-Before-Test Behaviors: rest, relaxation, positive attitude.
- e. Test Day Behaviors: stay positive, don't pick up on others' anxiety or negative attitudes.

Activity 2 Instructor discusses test-taking strategies with learners.
- a. Get the most credit in the least amount of time.
  - Budget time.
  - Do easy questions first.
  - Leave time-wasters for last. Try to reason tough questions.
  - Read essay questions carefully.
  - Don't look for "hidden" meanings.
  - *Don't change answers* unless you're sure of an error.
  - Guess as a *last* resort.
- b. Give them what they ask for.
  - Read all directions and questions carefully.
  - Use all the help you can get (other questions may tip you off to answers).
  - Don't skip any sample questions.
  - Be sure to fill in the answer that corresponds with the question (especially if you're skipping hard ones).

Activity 3 Learners take the test on HANDOUT L. Instructor reviews their answers in class and analyzes the test and the procedures used to take it.

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[13] Contributed by Judith Hendee, Erie County Holding Center, Buffalo, NY, 1994.

Sample Lesson 13: Introduction to Probability[14]

Goal: To learn an elementary definition of probability and some basic applications. (This lesson presupposes a working knowledge of the addition and multiplication of fractions.)

Outcome Objectives: Learners will:

☐ Conclude basic facts about probability.
☐ Determine probability for given results in tossing dice and coins.

Instructional Materials:

☐ Dice, coins
☐ Flip chart or blackboard

Activities

Foreword: Instructor uses an inductive teaching approach to answer learner's question, "Why should I learn this?" Learners are encouraged to *conclude* facts about probability so they will better remember the rules and their applications. This inductive approach will help forestall a pattern of learners getting caught up in memorizing rules and formulas.

Activity 1: Instructor relates the classical definition of probability: *If an experiment can result in $\underline{N}$ equally likely results and if $\underline{M}$ of these results are favorable to the occurrence of an event $\underline{E}$, then the probability, P(E), of the event $\underline{E}$ occurring is:*

$$\mathbf{P(E)} = \frac{\mathbf{M}}{\mathbf{N}} = \frac{\textbf{\# of favorable events}}{\textbf{\# of possible events}}$$

For example, in tossing a coin, we assume that the outcome will be either heads or tails (not the coin landing on end or getting lost). If we denote heads by "H" and tails by "T", the P(H) = $^1/_2$ and P(T) =$^1/_2$. If the coin is tossed twice, the possible outcomes are HH, HT, TH, and TT. Therefore, P(HH) = $^1/_4$. Also, P(HH) = P(HT) = P(TH) = P(TT).

If we increase the number of coin tosses to three, our possible outcomes are HHH, HHT, HTH, HTT, TTT, TTH, THT, and THH. Thus, the probability for any one of these events = $^1/_8$. We can choose two of the above eight outcomes and question with three tosses of the coin, "What will be the probability of tossing HHH or TTT?" This could be written P(HHH) or (TTT) = P(HHH) + P(TTT) = $^1/_8$ + $^1/_8$ = $^1/_4$.

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[14] Contributed by Gene Schumacher, Suffolk Board of Cooperative Educational Services 1, Riverhead, NY, 1994.

Activity 2

In considering probabilities for tossing two dice, it's best to set up a six–by–six coordinate system (dice should be different colors in order to tell them apart):

	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

Since there are 36 possible outcomes, 36 is used as the denominator in the probabilities. To determine the numerator, learners count the number of boxes in which the "successful" event occurs.

Examples:
P(2) = **1/36** (both dice must show a one; only one box shows a 2).
P(7) = **6/36 = 1/6** because six boxes show a total of 7.

Other problems can be constructed such as:
P(2 or 7) = P(2) + P(7) = **1/36 + 6/36 = 7/36**

or

P(greater than 7) = P(8) + P(9) + P(10) P(11) +P(12) = **15/36**

Learners count the number of boxes where a number greater than 7 appears.

HEALTH & WELLNESS

Sample Lesson 14: Human Systems[15]

Goal: To learn about specific organs and systems within the human body.

Outcome Objectives: Learners will:
☐ Identify and locate organs and organ systems within the human body.
☐ Describe the processes that occur in each system.

Instructional Materials: ☐ Science textbooks, handouts, and diagrams
☐ *BodyWorks: An Adventure in Learning* (Software Marketing Corporation) computer software, computer

Activities

Activity 1 Working individually and in small groups, learners cover materials in textbooks and supplemental handouts. They should familiarize themselves with vocabulary, diagrams, and content areas of various human organ systems including skeletal, muscular, nervous, digestive, lymphatic, cardiovascular, and reproductive systems.

Activity 2 After covering required materials and completing exercises, learners work independently with the *BodyWorks* program. Instructor uses the program results to evaluate the knowledge and skill level of learners, and to tailor follow-up programs accordingly.

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[15] Contributed by Maureen King, Clinton County Jail Incarcerated Youth System, Plattsburgh, NY, 1994.

Sample Lesson 15: Tuberculosis Awareness[16]

Goal: To become knowledgeable and personally vigilant on protecting oneself against tuberculosis.

Outcome Objectives: Learners will:

- ☐ Address the fear that sometimes paralyzes people from acting.
- ☐ Learn procedures for testing, prevention, and treatment of TB.
- ☐ Be able to raise the awareness of family members, peers, and friends.
- ☐ Form a personal action plan based on his/her current relationship with disease.

Instructional Materials:

- ☐ Magazine and newspaper articles on the current TB epidemic
- ☐ Public health video on TB (State or local health department)
- ☐ Public Health Brochures on TB
- ☐ HANDOUT M: *True or False?* (page 177)

Activities

Activity 1 Learners complete HANDOUT M, which lists 10 statements, both true and false, regarding TB. As a large group, learners then compare answers and discuss the probable confusion around TB.

Activity 2 Learners gather information, such as articles and brochures, on TB and share them with the rest of the class. If available, instructor shows video on TB to the class. Learners revisit HANDOUT M to see if they would like to change their answers based on the information presented. The correct answers are reviewed as a large group.

Activity 3 Learners prepare questions on TB for a visit from a public health officer. The public health officer gives a short talk on TB, which is followed by a question and answer session involving the learners.

Note: Due to the current rise in TB cases and the development of a new strain of the disease, teachers are encouraged to secure the services of qualified health care professionals in educating staff and learners about TB.

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[16] *Education for Homeless Adults: Strategies for Implementation*, p. 59. Sample lesson and handout adapted and reproduced with permission.

Sample Lesson 16: Planning a Recreational Activity[17]

Goal: To plan a recreational activity to participate in upon release.

Outcome Objectives: Learners will:

- ☐ Select and plan a recreational activity.
- ☐ Gain appreciation for the value of recreation and its impact on wellness.

Instructional Materials:

- ☐ Flip chart
- ☐ Markers
- ☐ Local newspapers

Activities

Activity 1: Learners brainstorm recreational possibilities, which are recorded by the instructor. Learners are encouraged to consult other sources, such as the local newspaper, for activities they would enjoy doing. Instructor facilitates a short discussion among learners by asking:

"Why would you choose this activity?
"What would you expect from this activity?"
"Will this activity lead to developing constructive new friendships?"

Learners then develop a plan for carrying out the recreational activity upon their release. This plan includes identifying necessary resources, such as money, transportation, people, schedules, equipment, etc.

Activity 2: Once the resources have been identified, learners develop plans for implementing their recreational activities upon release. Instructor facilitates a discussion on how to evaluate recreational activities by determining whether learners' expectations of the event come true. The importance of planning for recreation as a key element of promoting wellness should be emphasized during class discussion.

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[17] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, pg. 55. Adapted and reproduced with permission.

Sample Lesson 17: Physical Fitness and Exercise[18]

Goal: To be aware of the range of activities which can contribute to physical fitness.

Outcome Objectives: Learners will:

- ☐ Identify various physical activities in which they can easily engage.
- ☐ Plan and implement a group or individual recreational activity to improve physical fitness.

Instructional Materials:

- ☐ Common physical fitness equipment such as water bottle, stop watch, ball, hand weights, workout glove, sneakers (depending on what is permitted)

Activities

Activity 1: Instructor brings in common fitness equipment and describes their various uses in physical fitness activities. Individuals in class talk about their experiences with physical fitness activities. The incorporation of physical fitness activities into everyday routines is important to feeling and looking well. It's also a way to develop new friends in a constructive environment.

Activity 2: Class brings in or draws pictures related to physical fitness to make a collage.

Activity 3: Each learner develops a plan for group or individual recreational activities, including cost and needed equipment. The learners describe how their plans will improve physical fitness. Upon implementing their plans, learners discuss the successes and problems in carrying out the plans.

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[18] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 57. Adapted and reproduced with permission.

BEST COPY AVAILABLE

COMMUNICATION

Sample Lesson 18: Communicating through Body Language[19]

Goal: To recognize the power of body language in carrying out our intended or unintended messages.

Outcome Objective: Learners will become aware of the impact of body language such as gestures and other nonverbal communication.

Instructional Materials: None

Activities

Activity 1: In a large group, instructor gives a brief presentation, and elicits discussion, on various aspects of communicating by gestures including:

☐ the meaning of gestures
☐ how gestures cause misunderstandings
☐ how gestures have different meanings in different cultures.

Learners can contribute gestures as the instructor elicits varying interpretations.

Activity 2: Learners form small groups of four to six people. Learners have five minutes to think of a situation which happened to them recently. These situations can be simple, such as:

☐ almost bumping into someone
☐ tuning out and not hearing someone talking
☐ almost sleeping through lunch
☐ describing something funny that happened, etc.

A volunteer acts out his/her situation without speaking. The others in the group then write down what they think happened in that incident (about five minutes). After all group members have acted out their situations, learners discuss the importance of gestures, what the gestures mean, and how they are interpreted.

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[19] *Education for Homeless Adults: Strategies for Implementation. Volume II – Resources and Additional Lessons*, p. 39. Adapted and reproduced with permission.

Sample Lesson 19: Recognizing Communication Styles[20]

Goals: To increase learners' awareness of various communication styles, and to improve their own communication styles.

Outcome Objectives: Learners will:

☐ Distinguish between aggressive, assertive, passive, and passive–aggressive styles of communication.
☐ Recognize the benefits of asserting oneself.
☐ Recognize the benefits of being aggressive and passive at the appropriate times.

Instructional Materials: ☐ HANDOUT N: *Are You Aggressive? Passive? Assertive?* (page 179)

Activities

Activity 1: Learners complete HANDOUT N. After finishing the questionnaire, the instructor points out the four types of responses:

Aggressive: being ready and willing to engage in direct action without considering others' feelings
Passive: offering no opposition or resistance so as to please others or to avoid conflict
Passive–aggressive: indirectly expressing feelings without taking responsibility for resolving the problem
Assertive: positively and confidently speaking up for needs while being respectful of others

Another way to describe the differences is to think about personal space and boundaries:

Aggressive: steps into someone else's space; bullies others
Passive: lets people walk over boundaries; becomes a doormat
Passive–aggressive: disrespectful of or injurious to others and doesn't satisfy own needs.
Assertive: defends boundaries and respects others' space; expresses opinions while caring about others' feelings

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[20] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 41. Sample lesson and handout adapted and reproduced with permission.

Activity 2: The class breaks into small groups. Using HANDOUT N, the groups identify the responses to the situations as aggressive, passive, passive–aggressive, or assertive. (The communication style used for each response is identified on the *Key to* HANDOUT N on page 182.)

What might the consequences be of using each of the responses?
Which approach offers the most advantages?
What are the advantages and disadvantages of each of the styles?

Activity 3: As a large group, learners discuss people they know (without using names) who use the four different styles of communication. (Note: People discussed should not be other learners in the class.) The learners answer the following questions:

"How do I feel when interacting with these people?"
"Which style do I use most often with people? Why?"
"Do I use a different approach with different people in my life?"

Activity 4: Learners volunteer to role–play some of the scenarios presented in HANDOUT N. Each of the four communication styles should be demonstrated in the role-playing activity to illustrate how interactions might differ.

Instructor can summarize the lesson on the benefits of assertiveness by referring to "Guidelines for Behaving Assertively," as listed on the following page.

Guidelines for Behaving Assertively

1. When expressing refusal, express a decisive "no." Explain why you are refusing, but don't be unduly apologetic. Where applicable, offer the other person an alternative suggestion or course of action.
2. Give as prompt and brief a reply as you can, without interruptions.
3. Insist on being treated with fairness and justice.
4. Request an explanation when asked to do something unreasonable.
5. Look the other person in the eye. Check your other body language for things that might convey indirectness or lack of self-assurance (e.g., hand over mouth, shuffling feet). Watch your voice tone and inflection, making sure your voice is neither a soft whisper nor overly loud.
6. When expressing annoyance or criticism, remember to comment on the person's *behavior,* rather than attack him/her.
7. When commenting on another's behavior, try to use "I" statements, such as "When you keep canceling out on social arrangements at the last minute, it causes a lot of inconvenience to me and I feel really annoyed." Where possible, offer a suggestion for an alternative behavior: "I think we'd better sit down and try to figure out a better way of planning our time together so we can cut down on this kind of inconveniencing." (See Sample Lesson 20 for more on "I" statements.)
8. Be clear about your *goals* in asserting yourself. Ask yourself:
   Do I want to placate the other person or prove that I'm better and smarter?
   Do I want to express some of my upset feelings and also indicate how I care very much for that person?
   Try to identify self-defeating or hidden agendas and replace them with more communication-facilitating goals.
9. In thinking about the situation, try to replace your anger, anxiety, and guilt-eliciting thoughts with more calm-producing ones.
10. Remember that as you begin to behave more assertively, you are likely to experience discomfort. It will take time and much practice to learn to think, act, and feel the way you prefer.
11. Keep a log of your assertion-related responses; review them and talk them over with a friend to get some feedback.
12. Tackle less anxiety-evoking situations first. Don't leap into the most emotionally-laden situation you can think of right away!
13. Reward yourself in some way each time you've pushed yourself to make an assertive response – whether or not you get the desired response from the other person.
14. Don't berate yourself when you behave nonassertively or aggressively. Instead, try to figure out where you went astray and how you can improve your handling of the situation next time.

Sample Lesson 20: Using "I" Statements[21]

Goal: To provide learners with assertive communication skills

Outcome Objective: Learners will use "I" statements in interpersonal communications.

Instructional Materials:

☐ Flip chart or blackboard
☐ Paper and pencils
☐ HANDOUT O: *Feelings Inventory* (page 185)
☐ Container full of negative messages

Activities

Activity 1: Instructor or learners write down on individual slips of paper statements that send negative messages, such as:

"You don't care about my feelings." (Blame)
"You lie like a rug." (Accusation)
"Get me some of your candy." (Command)
"You act like a pig whenever you eat." (Name calling)
"Nice of you to finally show up." (Sarcasm)
"Can't you do anything right?" (Criticism)

The slips of paper are placed into a box or envelope. Learners pick one slip of paper and, with the appropriate feeling, read the message aloud. Discussion ensues, prompted by these questions:

"How did you feel about giving the message?"
"Would you feel differently if you said it to someone you care for?"
"How do you think the person receiving the message feels?"
"Why do we say these kind of things?"
"What is the real message we are trying to send?"
"Do we want something from the person we are talking to, and if so, what?"

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[21] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 45. Sample lesson and handout adapted and reproduced with permission.

Often messages are delivered with blame, sarcasm, accusation, and criticism, which are upsetting to the receivers of the messages. This indirect and often insulting way of communicating does not usually achieve its desired outcome. People often speak like this to their children. Learners brainstorm other examples of what parents say to their kids or what was said to them as they were growing up. The learners should discuss how this made them feel.

Activity 2: Learners review the many different feelings listed on HANDOUT O as an introduction to sending "I" messages.

"I" messages indicate the effect of other people's behavior on oneself. There is no blaming or criticizing, but simply an observation of what the person did and its effect. An example of an "I" message is:

"I was angry last night when you took my cassette tape without asking."

This might be followed up by asking for some specific change, such as:

"In the future, I'd like you to ask me if you want to borrow something."

Remember too, *how* something is said delivers as much a message as *what* is said. The tone of one's voice can send a blaming message even if the words don't.

Activity 3: Each learner practices writing "I" messages, either by rewriting the negative messages discussed in Activity 1 (Blame, Accusation, Command, Name–calling, Sarcasm, and Criticism) or by incorporating the words listed on HANDOUT O into "I" messages. After this, learners form small groups to share what they have written and get feedback on the clarity of their messages.

Activity 4: Learners select one of their "I" messages to practice. Everyone walks around the room, until eye contact is made with another. These partners then take turns saying their "I" message to each other. This process is repeated for several rounds. Group discussion ensues on how the learners feel as both givers and receivers of "I" messages.

The lesson concludes with a reminder from the instructor to practice this new form of communication. Sending "I" messages is one way to begin communicating assertively in order to get one's needs met while respecting others.

Sample Lesson 21: Fighting Fair — Making Our Relationships Better[22]

Goal: To improve relationships by resolving conflict constructively.

Outcome Objectives: Learners will:

☐ Identify their partners' and their own behavior during conflict.
☐ Describe ways to express their anger constructively.
☐ Know rules of fair fighting.

Instructional Materials: ☐ HANDOUT P: *Do You Get What You Want When You Argue?* (page 187)

Activities

Activity 1: Instructor prompts group discussion about conflict in relationships by asking if there is such a thing as good and bad fighting:

"What makes you angry in your relationships?"
"How do you express your anger?"
"Are you able to resolve your problems?"

Learners complete HANDOUT P. Instructor then asks for other behaviors not listed which come up during arguments with partners.

The instructor should repeat that this class discussion will focus on unfair fighting, which occurs in many relationships, whether between romantic partners, fellow inmates, parents and children, friends, etc. When learners have a good understanding of the differences between behaviors that are unfair and those that are dangerous, an expert might be invited to talk with the class about conflict. In most counties, such an expert can be found at dispute resolution agencies.

Activity 2: Volunteers role–play an argument between a man and a woman. The class can choose the subject of conflict: money, children, or trivial things that mask the real problem. In the role–play, the volunteers demonstrate some of the behaviors previously discussed. The class determines whether these behaviors help solve the problem or create new ones. They will identify the real issue in the argument. What would they change to make this fight "fair"?

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[22] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 49. Sample lesson and handout adapted and reproduced with permission.

Activity 3: The class lists rules for "fair" fighting. Learners will probably know most of the rules, including rules recommended by different "experts." Class divides into small groups of three to four to come up with a list of rules to use for arguing, e.g., no name calling. Each group reports back with its list, which is recorded by the instructor on newsprint or on the blackboard. Instructor should add any well–known rules that may have been overlooked, such as using "I" statements in expressing feelings. (See Sample Lesson #20 for more information on "I" statements.) Some rules for a fair argument are listed on the next page of this guide.

Activity 4: Learners choose the rules they will follow when angry with someone. Before they ask the other person to change, they will work on changing their own behavior to see if it makes a difference in the way the fight develops. They may choose to work on just one rule, such as not bringing up the past.

Activity 5: Volunteer learners role–play a situation demonstrating some of the "fair fight" rules. They can repeat the same role–play situation with new behaviors. Instructor should emphasize that one partner can make a difference by changing his/her response, even if the other partner is stuck in the old ways of unfair fighting.

Activity 6: Learners are encouraged to write a letter to someone they have disagreements with relating how they would like to make a positive change in their relationship, and that they will be trying to use some new rules during arguments. Instructor should remind learners that change takes time and practice, and that counseling may be appropriate in some cases.

Activity 7: If violent behaviors are described, the instructor needs to clearly state that no one deserves to be hit under any circumstances. Rules for fair fighting will probably not be effective if conflicts are already violent. Discuss what to do if a conflict becomes violent. This information will probably be helpful to the learners, either personally or as it affects someone close to them. Avoiding conflict which leads to violence by learning new behaviors is critical to a successful transition.

Rules for a Fair Argument
(How to Have an Argument and Remain Friends)

FAIR BEHAVIORS
Showing respect
Giving your reasons
Staying on the subject
Speaking one at a time
Looking for compromises
Admitting when you are wrong
Having timeouts and breathers
Allowing each other equal time
Being honest with yourself and the other person

UNFAIR BEHAVIORS
Denying the facts
Bringing up the past
Bringing up other conflicts
Giving the silent treatment
Forcing, hitting, or threatening
Reading the other person's mind
Intimidating or threatening violence
Using sex to influence the other person
Dumping all of your complaints at once
Expecting to win while your partner loses
Name calling or putting down the other person
Changing the rules without telling the other person

VALUES &
LIFE SKILLS

Sample Lesson 22: Values Clarification[23]

Goal: To present a situation and an opportunity for clarification of values.

Outcome Objective: Learners will determine whether circumstances change a person's responsibility for his/her actions.

Instructional Materials: None

Activities

Activity 1 To the learners, instructor describes the following situation: *Charles Manson, serial killer, was an illegitimate child, neglected by his mother, who abandoned him at age five. He was placed in the custody of relatives. When Charles started school, he soon became known as a "troublemaker" and was eventually thrown out.*

Learners respond. Instructor should stress that there are no wrong answers so that no student is put down. All learners should have an opportunity to respond.

Activity 2 Instructor continues describing: *It was not long before Charles was sent to reform school after a number of offenses. He spent eight years there and after his release became the leader of a mystical group. He and his group were convicted of many murders.*

Ensuing class discussion includes:

a. Can or should Charles be held responsible for his behavior or is society to blame?
b. How should he be punished . . .
   if you consider him responsible for his actions?
   if you don't consider him responsible?
   if you consider him insane — should that make a difference in his punishment? Why?
   if you disagree with the idea of putting people in prison — what do you think would be a just solution? Why?

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[23] Contributed by Marilyn Hunter, Suffolk Board of Cooperative Educational Services 1, Riverhead, NY, 1994.

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Sample Lesson 23: Passages[24]

Goal: To be aware of our changing worlds as we grow older.

Outcome Objective: Learners will understand how changing roles and responsibilities that come with age can impact on their lives and relationships.

Instructional Materials:
- ☐ Flip chart
- ☐ Magic markers
- ☐ Masking tape

Activities

Activity 1: The instructor writes age groups 61–70, 51–60, 41–50, 31–40, 23–30, 17– 22, 12–16 on separate sheets of newsprint and posts them around the room. Each sheet of newsprint has the following three headings: roles, opportunities, and challenges.

To help stimulate discussion, an illustrative sheet is also posted. Here is an example of what it could look like:

Roles	Opportunities	Challenges
Son	To make my parent(s) proud	Drugs and other negative influences
Student	To get my GED	Not enough time to spend at the learning center; institutional restrictions
Father	To provide for my family	Incarceration

Learners add their ideas about roles, opportunities, and challenges on each of the posted sheets. Class then discusses how each of the age groups or stages is portrayed (probably for both men and women), observing the differing roles, opportunities, and challenges. Finally, similarities and differences among the different age groups or stages are examined.

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[24] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 35. Adapted and reproduced with permission.

Activity 2: The instructor divides the class into seven small groups. Each small group represents one of the seven age groups or stages discussed in the first activity. Each group then develops a role play situation, poem, song, short story, or other activity to portray that age group or stage to the class.

Activity 3: Each group examines how the different characteristics portrayed affect the life of the individual and how the individual is perceived by others.

Sample Lesson 24: Who Am I? (Resocialization)[25]

Goal: To understand our perceptions of ourselves and how we can change them.

Outcome Objectives: Learners will:

☐ Contrast their own and others' perceptions of them.

☐ Identify how they can change their own negative perceptions of themselves.

Instructional Materials:

☐ Signs (drug addict, recovering addict, woman, man, gay, old, young, disabled, black, white, inmate, Asian, Hispanic, victim, alcoholic, recovering alcoholic, wife, mother, lover, father, son, daughter, etc.)

☐ HANDOUT Q: *Who Am I?* (page 189)

Activities

Activity 1: Instructor and/or learners prepare signs as described under *Instructional Materials* above. Instructor should check to make sure that learners understand all of the words written on the signs. Learners then stand next to the sign which they think best describes them. The choices are discussed and learners choose another descriptive category. This process is repeated several times.

Activity 2: Learners complete HANDOUT Q. Depending upon the learners' skills, instructor may read along as learners are filling in words. Upon completion, learners discuss their answers in small groups. In cases where their own and others' perceptions don't agree, they may choose to discuss the discrepancy. The large group discusses differences in perceptions and how to appropriately handle those differences. The effects of incarceration on learners' perceptions of themselves should also be discussed.

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[25] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 47. Sample lesson and handout adapted and reproduced with permission.

PREPARATION FOR TRANSITION

Sample Lesson 25: Your Personal Universe[26]

Goal: To graphically illustrate each participant's perception of his or her own life.

Outcome Objectives: Learners will:

☐ Examine and evaluate the many forces that impact their lives.
☐ Choose which factors to change.

Instructional Materials: ☐ Flip chart and three to four colored markers

Activities

Activity 1 Instructor explains that each of us is the center of our own universe. We filter, act on, translate, accept or reject people, information, and ideas based on how we feel or think or respond to their influence on our life/universe.

Using the guidelines below, instructor draws his/her own personal universe for the class. Once learners understand the process (see steps 1–3 below), they draw their personal universes, focusing on incarceration, what led them there, and what choices they have for the future.

1. Using flip–chart paper and a colored marker, place a circle in the center of the paper to represent you. Write your name in the circle.
2. In the space around you, draw and label other circles to represent people or things that impact you. The size of the circles and their distance from you indicate the strength of the impact that a person or thing has on you. For example: a very large circle or a circle placed very close to you indicates a great deal of impact. A small circle, or one on the periphery of your "universe" indicates less of an impact.
3. Choose another colored marker. Next to each of the circles impacting you, place a "+" and/or a "–" to indicate whether the impact is positive or negative (good or bad). Some circles may have only one symbol, while others may have both. The size of the symbol will indicate the strength of the positive or negative influence. Example: a circle has a strong positive influence, and a minor, though irritating, negative influence. You would place a large "+" and a small "–" next to that circle.

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[26] *Education for Homeless Adults: Strategies for Implementation*, p. 29–30. Adapted and reproduced with permission.

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Activity 2 After learners have drawn their personal universes, they discuss the following questions:

What kinds of things impact you? Have you forgotten anything?
Are the factors influencing you good or bad, or both? Explain.
Is anything changing? If so, why? How can you make things change?

Activity 3 In pictures, learners have been able to see opportunities to improve or enhance their lives. Learners write down the opportunities they have seen to get a firmer grasp on what they want and how to get it for their "Future Universe." This will have particular implications for the transition period. However, planning for making changes begins during the incarceration phase. The following categories are appropriate for class discussion:

Impacting Factor/Opportunity to Enhance
Action(s) Needed to Capitalize on Opportunity
Assistance I Need to Accomplish this Action
Priority for this Action

Sample Lesson 26: Taking Control of Your Life — A Self-Help Workshop[27]

Goal: To increase learners' personal autonomy.

Outcome Objectives: Learners will:

☐ Distinguish between positive and self-defeating behaviors.
☐ Choose behaviors which will help them reach their goals.

Instructional Materials: ☐ HANDOUT R: *Examples of Self-Defeating Behaviors* (page 191)

Activities

Activity 1 Learners identify two or three self-defeating behaviors from HANDOUT R they can relate to in their own lives. These behaviors may well have resulted in their incarceration. Instructor should reassure learners that this does not mean they are being judged negatively in the classroom and that no value judgments are being made about these behaviors. In pairs, learners discuss how these behaviors have served them in the past and how they may have hurt them. After the pairs are finished with their sharing, learners share with the larger group. Learners may wish to sit in a circle for the large group sharing.

Activity 2 In another session, learners write about these behaviors in one or two paragraphs or in poetry, if they wish.

Activity 3 Learners role-play one of these behaviors, e.g., procrastination. The scenario is that of a client visiting his transition counselor and forgetting to bring necessary documents. The class comments on the excuses, anger, procrastination, etc., that may arise in the role-play.

Activity 4 As follow-up, learners list concrete steps about how they would like to change their behavior. Paired up in a "buddy system," learners continue the process of evaluating their behavior and getting support for the change. This activity should embrace the transition phase of their program. This may continue as an ongoing activity for a scheduled time each week, especially after the learner has left the correctional facility.

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[27] *Education for Homeless Adults: Strategies for Implementation*, p. 41. Sample lesson and handout adapted and reproduced with permission.

Sample Lesson 27: In Today's Headlines[28]

Goal: To use the newspaper as an informational resource.

Outcome Objective: Learners will use various sections of the newspaper to obtain information regarding jobs, housing, sales, and other valuable information needed upon release.

Instructional Materials:
- ☐ Newspaper
- ☐ Pen or pencil, paper or notebook
- ☐ Cassette player/recorder

Activities

Activity 1 With the instructor, learners discuss the various sections of the newspaper and how they can be of assistance. Learners identify and learn the meaning of: *newspaper article, index, editorial, subscription, classified section,* and *obituary*.

Activity 2 Instructor scans newspaper headlines with learners to select an article to read. Instructor reads article aloud and records it on tape for learners to read along with later. Learners mark unfamiliar words, which instructor lists on paper as a vocabulary lesson.

Activity 3 Instructor selects four topics (*e.g.*, politics, apartment rentals, jobs, weather) for students to locate articles and information about. Learners use the newspaper index to locate the articles.

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[28] *Education for Homeless Adults: Strategies for Implementation*, p. 53. Adapted and reproduced with permission.

Sample Lesson 28: Experience + Interests = Career![29]

Goal: To use one's life experience and interests in a career search.

Outcome Objectives: Learners will:

☐ Assess current skills.
☐ Identify and prioritize interests.
☐ Select an ideal career.
☐ Incorporate the above outcome objectives into an action plan to secure a career of choice.

Instructional Materials:

☐ Flip chart
☐ Interest scale/index
☐ HANDOUT S: *Career Action Plan* (page 193)

Activities

Activity 1 Instructor begins by asking learners about visiting transition counselors and caseworkers:

"What do you need from this person?"
"What problems will you encounter upon release?"

Answers are listed in categories. Learners brainstorm solutions to the problems. Learners then role–play a meeting between a counselor and a client. If time permits, each student should have the opportunity to assume both roles. Instructor points out that the learners' success in the role-plays can be attributed to their own experiences, which are listed.

Activity 2 Each student completes an index of personal preferences and interests. Results of this interest profile are combined with the learner's list of experiences from Activity One to help the student determine at least three specific jobs in which he/she is interested. Instructor emphasizes that it is important to consider interests/preferences in the job search process, since a worker will tend to be dissatisfied with an uninteresting job.

Activity 3 After ranking their lists of career possibilities, learners each develop an action plan (HANDOUT S) for obtaining a job. *Choices* or other career resource software may be incorporated. As a follow–up activity, learners report their progress to the class/instructor. Action plans may be revised.

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[29] *Education for Homeless Adults: Strategies for Implementation*, p. 69. Sample lesson and handout adapted and reproduced with permission.

Sample Lesson 29: Using Computer Assisted Career Information in the Classroom[30]

Goal: To use computer software to cull appropriate career possibilities.

Outcome Objectives: Learners will:

☐ Become comfortable using a computer.
☐ Use critical thinking skills to make a series of appropriate choices about location, salary, amount of education, temperament, and interests.

Instructional Materials:

☐ *Choices* or other computer assisted software and word processing software
☐ Computer and printer
☐ Hard copies of information/choices in the computer program
☐ Highlighter pens

Activities

Activity 1 After the instructor reads hard copies with the class, learners highlight their choices. Instructor enters the information for each student into the computer, probably including work site, interests, education, and temperament. The computer will generate a list of jobs, which each learner highlights according to interest.

Activity 2 Learners research each job and copy down addresses to which they can write for further information.

Activity 3 Learners use the word processor to send letters to each address, asking for information about the career and relevant educational programs available. (Copies of letters are kept in the student's folder).

Activity 4 Learners look up careers for more information. Using the *Choices* program, students would look in the *Occupational Outlook* handbook, using "dot codes." Articles therein are photocopied and additional addresses are used for follow-up. Additional career information is contained in *The Job Box-Pacemaker Occupational Resource Module* by Fearon/Janus, and *The Career Readers* by Fearon.

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[30] Contributed by Alice Martin, Suffolk Board of Cooperative Educational Services 1, Riverhead, NY, 1994.

Sample Lesson 30: Ready, Set, Interview![31]

Goal: To prepare for job interviews during the transition phase.

Outcome Objectives: Learners will:

☐ Evaluate job advertisements.
☐ Contact prospective employers to get applications and appointments.
☐ Ask pertinent questions during interviews.

Instructional Materials:

☐ Pen or pencil, paper or notebook
☐ Job advertisements
☐ Sample job applications from local businesses
☐ HANDOUT T: *Resume and Interview Information* (page 195)
☐ HANDOUT U: *Sample Interview Questions* (page 197)
☐ HANDOUT V: *Legal vs. Illegal Questions* (page 199)
☐ HANDOUT W: *Weighing the Risk* (page 201)
☐ Video camera and monitor (if available)

Activities

Activity 1 Instructor discusses with learners whether they have previously participated in job interviews, and solicits their perceptions of the interview process. Learners compile a list of jobs for which they might qualify to apply.

Activity 2 Learners clip out job advertisements from newspapers. Learners identify and learn the meaning of: application, experience, references, salary, benefits, probation, vacancy, employer, and employee. If they are in the transition phase, learners contact prospective employers to obtain applications and request interviews. Instructor can use sample job applications and HANDOUT T to prepare learners for filling out applications.

Activity 3 Instructor helps prepare learners for interviews by reviewing completed applications, discussing appropriate references, and planning transportation to ensure prompt arrival. The importance of a neat and clean appearance, not expensive clothing, should be stressed.

Activity 4 Learners receive HANDOUT U. Instructor reviews questions with learners and asks them to prepare responses individually or in pairs.

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[31] *Education for Homeless Adults: Strategies for Implementation*, p. 73. Sample lesson and handouts adapted and reproduced with permission.

Activity 5 Using HANDOUT U, learners role-play simulated job interviews and critique performances. A video camera (if available) can be used to record interviews and play them back for student critiques.

Activity 6 Using HANDOUT V and HANDOUT W, learners discuss their rights and role-play interview situations, posing illegal questions. Instructor should consult the instructional guide for guidance on questions related to the incarceration or alcohol and other drug problems. Learners develop low-risk and high-risk answers to illegal questions.

Sample Lesson 31: Preparing for the Workplace (Socialization)[32]

Goal: To prepare for entering or reentering the workplace.

Outcome Objectives: Learners will:

☐ List expectations which an employer may have.
☐ Understand what they can expect of other employees and the employer in the work place.
☐ Be able to ask for what they need on the job.
☐ Be able to take corrective action based on criticism of their job performance.

Instructional Materials:

☐ HANDOUT X: *Ask! Tell! Talk Straight!* (page 203)
☐ HANDOUT Y: *Role-play* (page 205)
☐ Flip chart, paper, magic markers, masking tape

Activities

Activity 1

Instructor introduces lesson by discussing the responsibilities that employers may commonly expect of employees on the job. Included in the discussion will be:

✓ honesty
✓ meeting deadlines
✓ punctuality
✓ neat appearance
✓ response to criticism
✓ ability to get along with coworkers
✓ proper quantities of supplies and equipment
✓ appropriate attitudes and responses to persons in authority
✓ understanding that criticism is about the job, not the worker
✓ understanding the business and workers' contributions.

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[32] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 69. Sample lesson and handouts adapted and reproduced with permission.

Activity 2 Instructor explains HANDOUT X as a model to aid communication in the workplace:

Ask! This is a reminder for learners to ask for what they need. They should understand that it is okay to ask.
Tell! This is an opportunity for learners to show that they either understand or need further feedback. They begin by saying "This is what I understand ...."
Talk Straight! Learners can now talk about how something makes them feel and what they have to do next. They might say "This is what I need to do to ...."

Learners give examples of using the Ask! Tell! Talk Straight! model (either orally or by writing on the handout). The learners then discuss both the examples and their feelings about communicating using this model.

Activity 3 Instructor passes out HANDOUT Y. Two volunteers act out the scenario of an angry interaction between boss and employee. Class then discusses what the employee might have done differently and how the *Ask! Tell! Talk Straight!* model can be used to resolve the situation. Two new volunteers then rerun the role-play using the model, illustrating how the interaction changes and the situation is resolved.

Sample Lesson 32: Self–Employment: Creativity Counts[33]

Goal: To learn how creativity can translate into opportunities for self–employment.

Outcome Objective: Learners will display skills related to being self–employed, e.g., decision making, problem solving, and creativity.

Instructional Materials:

- ☐ Miscellaneous objects (or products) for possible business ventures such as: paper clips, wastepaper basket, roll of film, koosh ball (depending on what is allowed).
- ☐ HANDOUT D: *Nine Dots* (page 141)

Activities

Activity 1 Instructor discusses how creativity — artistic and/or intellectual inventiveness — facilitates one's ability to look at something from a less–traditional perspective. This ability often prompts unique ideas or inventions that could serve as an avenue for self–employment. To illustrate the value of creativity, instructor presents HANDOUT D to the learners. In small groups, learners brainstorm the best way to complete the handout. Instructor should remind learners of the rules for brainstorming:

- ✓ Allow everyone in the group a chance to speak.
- ✓ Refrain from expressing judgment on comments.
- ✓ Don't interrupt.

After completing the handout, learners discuss how creativity helped them with their task. (Handout answers on page following Handout D.)

Activity 2 Each small group receives an object or product to sell, and answers the following questions about its business venture:

How do you use the object or product?
What other materials do you need to be able to produce it?
How would you sell it? To whom?
What value would it have to the buyer? How much would it cost?

Each group presents its answers or plan to the other groups. Groups may question one another about their businesses.

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[33] *Education for Homeless Adults: Strategies for Implementation, Volume II – Resources and Additional Lessons*, p. 71. Sample lesson and handout adapted and reproduced with permission.

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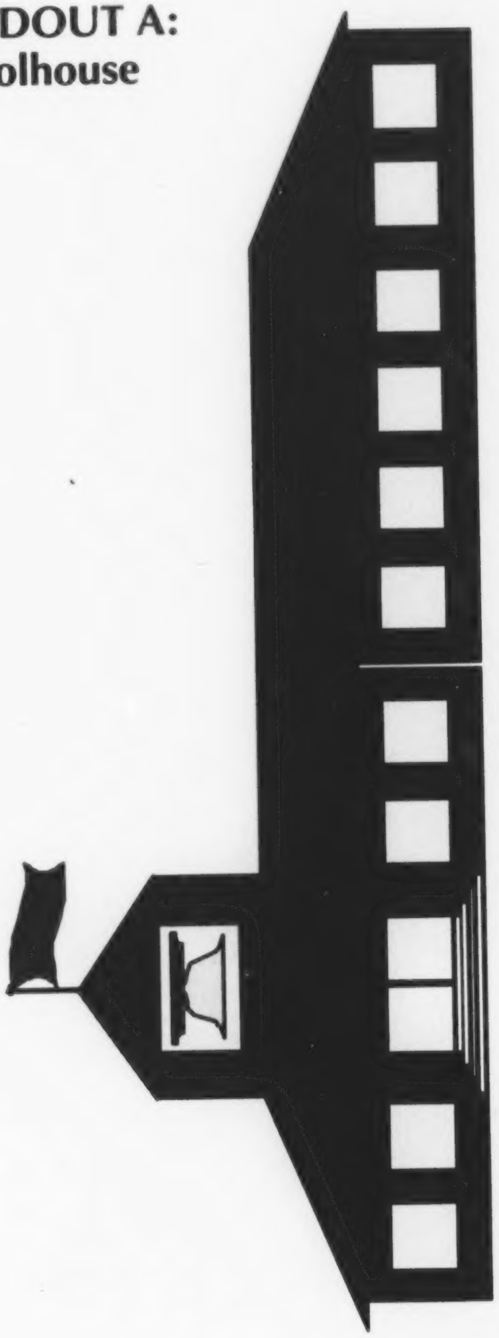
Activity 3 Each group then tries to sell its product to the other groups. Following the sales efforts, class members discuss the skills used in planning their businesses and selling their products, such as decision making, problem solving, creativity.

HANDOUTS

HANDOUT A: Schoolhouse



HANDOUT B

The Story of Sean

Then there are people like Sean who don't fit in anywhere. He always sits by himself. He never talks to anybody else in the class, never relates. When I call on him to read in class, he gets bright red. When I go over by his desk to see how he's doing on his work, you just feel the wall come up, the tension come up. Now here he is, coming down the hallway. It's Friday, the last hour of the day. The party animals have just entered into the room. Here comes Sean. I'm on hall duty.

"Hi Sean."

"Hi."

"How are you doing?"

"Okay."

"Hey, what are you gonna do this weekend?"

He stopped and looked me right in the eye. He says, "I'm gonna' see my mom."

"Oh, don't you get to see your mom very often?"

"No, I haven't seen her in nine years. She deserted us."

Then he walks on by.

NOTE: Mr. Guy Dodd received the *Teacher of the Year* award from President Reagan in 1987. The above story is from Mr. Dodd's speech at the White House, during which he reminisced about his years as a teacher in the Midwest.

HANDOUT C

Left– and Right–Brain Characteristics

Left–Brain Characteristics

- _ Is planned, structured, and detailed
- _ Prefers talking
- _ Prefers multiple choice and true/false tests
- _ Controls feelings
- _ Recalls jokes accurately, down to the punch line
- _ Recalls chronological events in history
- _ Remembers small details of what is seen or heard
- _ Prefers fractions, algebra, and statistical math
- _ Likes mental games like chess and Scrabble®
- _ Enjoys the lyrics in music

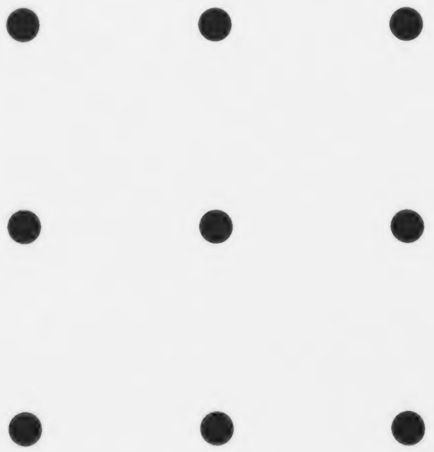
Right–Brain Characteristics

- _ Acts spontaneously, on the spur of the moment
- _ Likes to make up stories
- _ Prefers essay or open–ended questions
- _ Is free with feelings
- _ Responds to demonstrated, illustrated instructions
- _ Gets lost in the present; doesn't keep track of time
- _ Senses moods of individuals or groups quickly
- _ Prefers geometry and graphing
- _ Likes physical games like soccer and volleyball
- _ Enjoys the melody of music

HANDOUT D

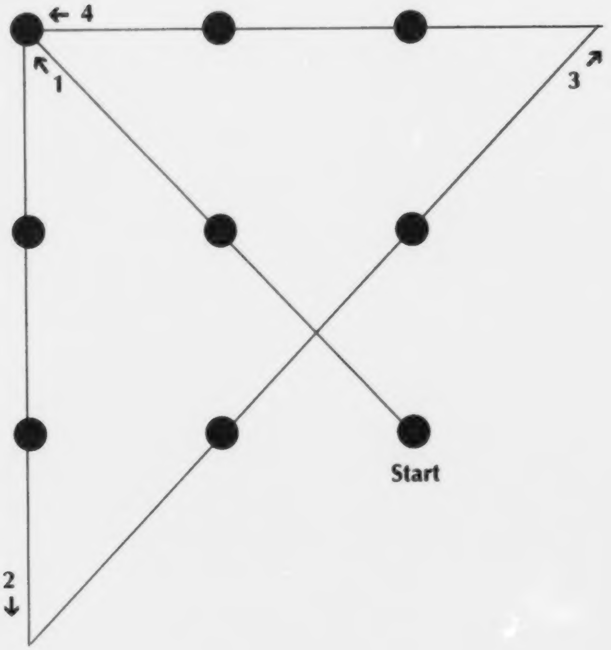
Nine Dots

Direction: Connect all nine dots with four lines, without lifting the pencil from the paper.



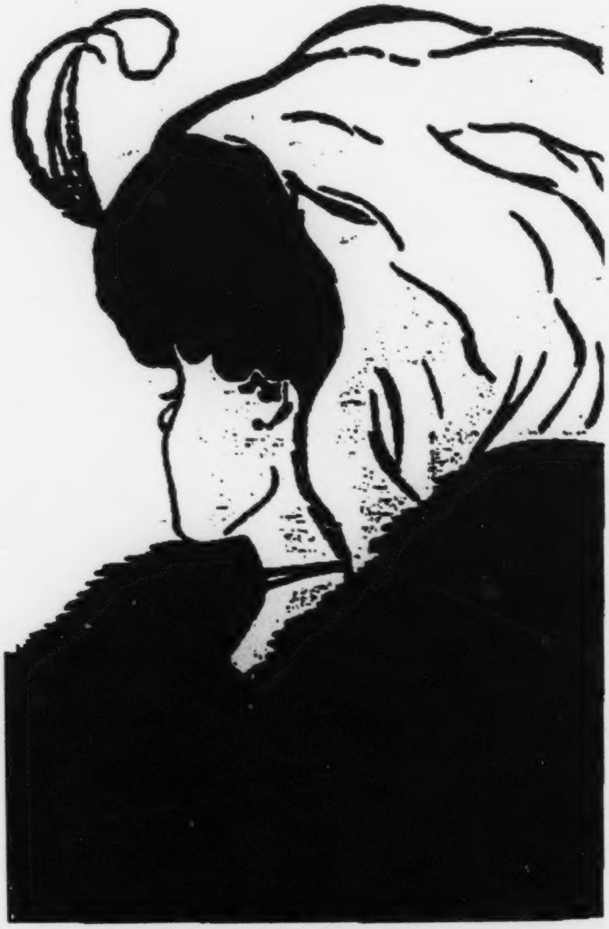
ANSWER KEY TO HANDOUT D

Nine Dots



HANDOUT E

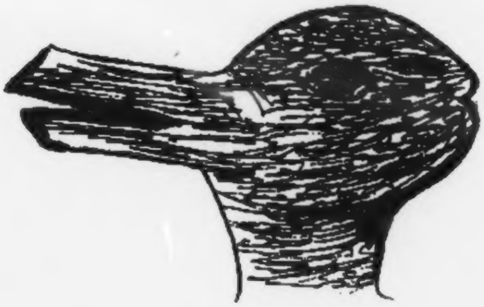
What Do You See?



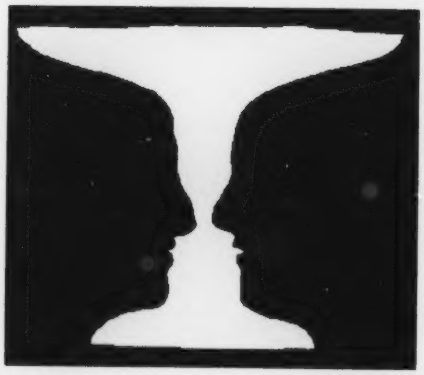
HANDOUT F

Brain Shifts

The following brain shift exercises can help you become more adept at using both sides of your brain.



Try to shift from seeing the rabbit to the duck and back again.



What do you see first – a vase or a pair of profiles?

HANDOUT G[1]

Learning Styles Inventory

People have different styles of learning, and it is good to be able to recognize which style is best for you. The Learning Styles Inventory presented here will tell you more about major and minor learning styles, and will help you to understand how you learn best. Read the instructions, then go to it.

Instructions . . .
Read each statement "carefully." There are four possible responses ranging from "MOST LIKE ME" to "LEAST LIKE ME."

Decide which response best describes the way you feel about the statement, and circle that number. Respond to the [4,3,2, or 1] that best describes your feelings.

Sample Statement
I would rather do schoolwork in the morning than in the afternoon.

MOST LIKE ME			LEAST LIKE ME
4	3	2	1

Explanation of Response
If you are the sort of person who rises early and enjoys working before noon, you may respond by circling the 4. If you start slowly and usually begin to work better later in the day, your response should be a 3 or a 2, depending on where you think you fit. You cannot make a mistake because there is no right or wrong answer, only the way you feel about the statement.

There are 45 statements to which you will respond. Circle your answers the same way you did for the sample statement.

---

[1] Wichita Public Schools Staff Development Center. Reproduced with permission from Wichita Public Schools Staff Development Center, Wichita, KS.

(Handout G p.2)

	Most like me			Least like me
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently by myself.	4	3	2	1
4. I learn better when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I remember things I read.	4	3	2	1
12. I remember more of what I learn when I am alone.	4	3	2	1
13. I would rather read a story myself than listen to it read by another person.	4	3	2	1
14. I feel I talk "smarter" than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing and spelling a word several times helps me remember it better.	4	3	2	1

	Most like me			Least like me
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1

	Most like me			Least like me
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teacher says a number I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

Now that you have completed the 45 questions, enter the numbers you circled next to the correct item on the self–scoring learning styles worksheet that follows.

Add up each separate grouping (VISUAL LANGUAGE, INDIVIDUAL LEARNER, VISUAL NUMBER, etc.) and multiply each sum by **2** to find your score. The total score for each group, e.g., VISUAL LANGUAGE, etc., will indicate your major and minor learning styles. *The higher the score, the more you rely on this learning style.*

After completing the learning style worksheet and evaluating the information you gained from formal testing, you will have identified many of your assets and the possible instances in which you may need to ask for help in college. This information will be very valuable to you when you get ready to select a college.

(Handout G p.5)

Learning Styles Answer Sheet

VISUAL LANGUAGE
5–
13–
21–
29–
37–
Total____ x 2 =____ (score)

VISUAL NUMBER
9–
17–
25–
33–
41–
Total____ x 2 =____ (score)

AUDITORY LANGUAGE
3–
11–
19–
36–
44–
Total____ x 2 =____ (score)

AUDITORY NUMBER
7–
15–
23–
31–
39–
Total____ x 2 =____ (score)

AUDITORY/VISUAL KINESTHETIC
(combination)
1–
18–
26–
34–
42–
Total____ x 2 =____ (score)

INDIVIDUAL LEARNING
4–
12–
20–
28–
45–
Total____ x 2 =____ (score)

GROUP LEARNER
8–
16–
24–
32–
40–
Total____ x 2 =____ (score)

EXPRESSIVENESS-ORAL
6–
14–
22–
30–
38–
Total____ x 2 =____ (score)

EXPRESSIVENESS-WRITTEN
2–
10–
27–
35–
43–
Total____ x 2 =____ (score)

WICHITA PUBLIC SCHOOLS
STAFF DEVELOPMENT CENTER
3030 South Osage
Wichita, Kansas 67217

HANDOUT H

Bio Poem

1. Your first name only.
2. Four traits that describe you.
3. Sibling of (or son/daughter of) . . .
4. Who loves (three people or ideas) . . .
5. Who feels (three items) . . .
6. Who needs (three items) . . .
7. Who gives (three items) . . .
8. Who fears (three items) . . .
9. Would like to see (three items) . . .
10. Resident of (your city, road/street name) . . .
11. Your last name only.

HANDOUT I

Sample Bio Poem

Robert

Honest, happy, contented, and at peace

Brother of Lawrence, James, and Elaine

Who loves the freshness of spring, the laughter of Paula, and the beauty of new green growth

Who feels joy when traveling, loneliness in the dark, and happiness in a warm school room

Who needs sunshine, rain, and privacy

Who gives friendship, encouragement, and smiles

Who fears pain, hunger, and the end of a good book

Who would like to see contentment for man and animal, laughter in people's lives, and more appreciation for good literature

Resident of Lake Oswego; Pilkington

Hamm

HANDOUT J

Sample Essay Questions

1. *It is said, "People are more alike than they are different." Explain, in 200 words, what this expression means. Do you agree or disagree with this statement?*
2. *It is said, "Money is the root of all evil." In 200 words, explain what this means. Do you agree with this statement? Give examples to support your feelings. Be specific.*
3. *Many people believe that we are who we are today because of our family and cultural history. Do you believe this statement to be true or false? In 200 words, explain your feelings about this statement. Give examples and be specific.*

HANDOUT K[2]

GED Essay Writing

Tests of General Educational Development
Directions for Sample Test

This part of the Writing Skills Test is intended to determine how well you write. You are asked to write an essay that explains something or presents an opinion on an issue. In preparing your essay, you should take the following steps:

1. Read carefully the directions and the essay topic given below.
2. Plan your essay carefully before you write.
3. Use scratch paper to make any notes.
4. Write your essay on the lined pages of the separate answer sheet.
5. Read carefully what you have written and make any changes that will improve your essay.
6. Check your paragraphs, sentence structure, spelling, punctuation, capitalization, and usage, and make any necessary corrections.

Be sure you write the *letter* of the essay topic (given below) on your answer sheet. Write the letter in the box at the upper right-hand corner of the page where you write your essay.

You will have 45 minutes to write on the topic below. Write legibly and use a ballpoint pen so that the evaluators will be able to read your writing.

Write your essay on the lined pages of the separate answer sheet. The notes you make on scratch paper will not be scored.

Your essay will be scored by at least two trained evaluators who will judge it according to its *overall effectiveness*. They will judge how clearly you make the main point of your composition, how thoroughly you support your ideas, and how clearly and correctly you write throughout the essay.

TOPIC B
In our society today, we use many inventions. Some of these inventions are helpful, and some of them just seem to make life more troublesome.

Identify an invention that is particularly useful or especially troublesome to you. Write a composition of about 200 words explaining why you feel this invention is useful or troublesome. Provide reasons and examples to support your view.

END OF EXAMINATION

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[2] *Official GED Practice Tests* (p. 15), 1991. Reproduced with permission of the American Council on Education.

(Handout K p.2)[3]

Topic

Credit cards are responsible for many changes in the ways many Americans spend their money. Some of these changes have been for the good, while others have caused problems for consumers.

Write a composition of about 200 words long, explaining some of the effects of the credit card. You may describe positive effects, negative effects, or both. Be specific, and use examples to support your view.

When you take the GED test, you will have 45 minutes to write about the topic question you are assigned. Try to write the essay for this test within 45 minutes. Write legibly and use a ballpoint pen so that your writing will be easy to read. Any notes that you make on scrap paper will not be counted as part of your score.

After you complete this essay, you can judge its effectiveness by using the Essay Scoring Guide and Model Essays in the answer key to score your essay. They will be concerned with how clearly you make the main point of your essay, how thoroughly you support your ideas, and how clear and correct your writing is throughout the composition. You will receive no credit for writing about a question other than the one assigned.

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[3] *The 1988 Tests of General Education Development: A Preview* by Douglas R. Whitney (p. 11). Reproduced with permission of the American Council on Education.

Introduction to Holistic Scoring[4]

The following GED Essay Scoring Guide provides a general description of the characteristics found in GED essays that are scored by the Holistic Method.

GED® Essay Scoring Guide
Papers will show some or all of the following characteristics:

*Upper-half papers make clear a definite purpose, pursued with varying degrees of effectiveness. They also have structure that shows evidence of some deliberate planning. The writer's control of English usage ranges from fairly reliable at **4** to confident and accomplished at **6**.*

6 Papers scored as a **6** tend to offer sophisticated ideas within an organizational framework that is clear and appropriate for the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. The writing is vivid and precise, though it may contain an occasional flaw.

5 Papers scored as a **5** are clearly organized with effective support for each of the writer's major points. The writing offers substantive ideas, though the paper may lack the flair or grace of a **6** paper. The surface features are consistently under control, despite an occasional lapse in usage.

4 Papers scored as a **4** show evidence of the writer's organizational plan. Support, though sufficient, tends to be less extensive or convincing than that found in papers scored as a **5** or **6**. The writer generally observes the conventions of accepted English usage. Some errors are usually present, but they are not severe enough to interfere significantly with the writer's main purpose.

*Lower-half papers either fail to convey a purpose sufficiently or lack one entirely. Consequently, their structure ranges from rudimentary at **3**, to random at **2**, to absent at **1**. Control of the conventions of English usage tends to follow this same gradient.*

3 Papers scored as a **3** usually show some evidence of planning or development. However, the organization is often limited to a simple listing or haphazard recitation of ideas about the topic, leaving an impression of insufficiency. The **3** papers often demonstrate repeated weaknesses in accepted English usage and are generally ineffective in accomplishing the writer's purpose.

2 Papers scored as a **2** are characterized by a marked lack of development or inadequate support for ideas. The level of thought apparent in the writing is frequently unsophisticated or superficial, often marked by a listing of unsupported generalizations. Instead of suggesting a clear purpose, these papers often present conflicting purposes. Errors in accepted English usage may seriously interfere with the overall effectiveness of these papers.

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[4] *The 1988 Tests of General Education Development: A Preview* by Douglas R. Whitney (pp. 14–19). Reproduced with permission of the American Council on Education.

1 Papers scored as a **1** leave the impression that the writer has not only *not* accomplished a purpose, but has not made any purpose apparent. The dominant feature of these papers is the lack of control. The writer stumbles both in conveying a clear plan for the paper and in expressing ideas according to the conventions of accepted English usage.

0 The zero score is reserved for papers which are blank, illegible, or written on a topic other than the one assigned.

How to Score Your Essay

The following six essays are designed to be used as models for the scoring of your essay. The essays are presented in order from the essay that deserves the lowest score (1) to the essay that deserves the highest score (6).

To score your essay, first compare your essay with the model essay that received a score of 1. If your essay is better than the 1 essay, compare it with the 2 essay and so on until you are able to decide where your essay fits when compared with the six model essays.

As you score your essay, read the character trait analysis that follows each model essay. This analysis can help you to see how you might have improved your essay in order to have received a higher score.

Model Essay — Holistic Score 1

States the point of view.

Listing of unsupported opinions, needs better examples that support the writer's point of view.

Credit cards is not good for people to use. Being in debt is not good. Credit cards mean debt debt and more debt. That is not a good thing. You use credit cards and you are spending more money than you have. You are buying things you dont really need. You are wasting money. You are not keeping to your budget. Your heading for trouble. Maybe your even fighting more with your wife or your husband. Not having money hurts the family. Credit cards makes it worse. Because you never know how much you really have. And you think you are getting something for nothing. Its not good for people to think that. You appresiate things more when you work hard for them.

Character Trait Analysis

1. The organization is poor. Paragraphing would help this essay. The reader would be able to follow the ideas more clearly — and the writer might have been able to focus on groups of ideas as well.

2. The point of view is awkwardly stated.

3. The essay is primarily a list of unsupported opinions. Each opinion could have been developed with more supporting explanation. For example, instead of just saying, "You use credit cards and you are spending more money than you have," the writer could have given more detail: *Credit cards are very easy to use. This makes it easy to lose track of how much you are spending. Before you know it, you have spent more*

than you planned to without realizing it. This cannot happen when you are spending out of a checking account, where you must account for every dollar you spend. Therefore, credit cards make it easy to spend amounts you really can't afford.

4. The essay should be longer to allow more room to develop ideas.
5. The essay ends without a summary or restatement of the writer's point of view.
6. The errors in punctuation, spelling, and accepted English usage interfere with the writer's purpose.

Model Essay — Holistic Score 2

Point of view is stated.

Undeveloped examples do not adequately support the writer's point of view.

Credit cards can be a good thing. Also a bad thing. Someone might spend more than they have. Easy to do with a credit card. But if you don't have the money, its nice to buy things. Especially if you really need them. Like something for your children. What if a person needed to buy shoes for their daughter and they didn't have any money but they could do it with a credit card. That would be good. But if the bill came and they couldn't pay? That would be bad. Hard to say. Except you can usually pay a little bit at a time. Probably that work out alright.

Restates the point of view.

Undeveloped examples do not adequately support the point of view.

Conclusion is weak.

I think credit cards can be a good thing if you use them right. Like only for things you really need that don't cost too much money. So's you can pay the bill when it come. People could use credit cards for like children's shoes. But not stereos. Because they might not be able to pay. What I think is that people should be careful with their credit cards. Because if they don't, then there are just more problems with money.

Character Trait Analysis

1. The organization is better than the 1 essay.
2. The point of view is stated immediately.
3. The examples do not support the point of view strongly enough, because they are vague and unspecific. The writer has not explained *why* children's shoes would be an acceptable purchase with a credit card, while a stereo would not. The writer has simply mentioned items that might be bought with a credit card.
4. The conclusion is not clear. The writer has not explained what is meant by "being careful" with credit cards, or what type of "problems with money" might arise.
5. If the essay were longer, there would be more opportunity to develop the examples and to give more detail to support the writer's point of view.
6. There are many serious errors in accepted English usage.

Model Essay — Holistic Score 3

States the point of view.

Haphazard listing of ideas about the topic.

Credit cards have make a big difference in how people spend money. People can buy things without having the money to pay for them right there. This can be a very good thing. But it can also be a very bad thing. It's a good thing if the person is careful about what he spend. The credit card mean that the person does not have to wait so long to enjoy his money. He can buy something write away, like television set or radio. Or he can buy present for his children. If he need present for birthday or Christmas, he can buy it. That's a good thing. Credit cards give a person more choices about how to spend his money.

Credit cards can be a bad thing if you are not very very careful about using them too often. If you don't stop and think, you start buying more than you really need. It's so easy to use a credit card, you don't stop and ask yourself, Do I need this? You just go ahead and buy. Then afterwards you are sorry, because you have spent too much. But this does not have to happen if a person is careful. If a person is careful, he can use credit cards to buy thing he would buy anyway, but he would not have to wait so long. Credit cards have change how people spend money, for the good and for the bad.

Restates the point of view.

Character Trait Analysis

1. The level of organization is similar to that of the 2 essay. Better paragraphing might have helped the writer focus the ideas more sharply. The writer would have been more aware of how different ideas were grouped in the essay. For example, the first paragraph contains not one, but two ideas: that credit cards have affected how people spend money and that credit cards can be a good thing if they are used the right way. Making two paragraphs out of the opening paragraph would have helped the writer to identify each of these two ideas, so that each could have been developed more fully in its own paragraph.

2. The examples do not adequately explain the writer's point of view. *Or he can buy present for his children* does not explain how credit cards have "made a big difference in how people spend money." It merely gives an example of something a person can use a credit card for. The example should be more closely tied to the main point of view, with a fuller explanation; for example, *Because credit cards allow more flexibility in spending, they can be used to make purchases that have to be made by a certain date, such as a child's birthday or Christmas present.*

3. The essay contains many errors in subject–verb agreement, such as *he spend.* There are other problems with accepted English usage that interfere with the essay's effectiveness.

4. The essay states its point of view very clearly at the beginning and restates it clearly at the end.

Model Essay — Holistic Score 4

States the point of view and several reasons why the writer holds it.

I think credit cards have changed American consumers' buying habits for the better. Basically, they have given us more flexibility, which means more control over our money. I do temporary work and don't always know how much money I am going to make. Having credit cards means I can pay for some things later, when I have the money. That way I can always pay my rent and my bills on time.

Elaborates on the first reason for the point of view with an abstract example.

More flexibility means that you can make better plans for how to use your money. If something is on sale, you can buy it and save the money, if you have a credit card. You can take advantage of the opportunity, even if you don't have the money right then.

Elaborates on the second reason for the point of view with specific examples.

Doing temporary work means that my income changes from week to week. But my bills don't change from week to week! I always have to pay my rent, my gas, and my electricity. Of course, I can't use my credit card to pay for those. But I can put other kinds of spending on my credit card. That way, if I have the money at the end of the month, I can pay the bill. If not, I still have at least enough to pay rent and utilities.

Suggests and overcomes counter–evidence; Restates point of view; Summarizes reasons.

There are some bad points to credit cards. If people are not careful, they wind up spending way too much. But if you make a budget, decide what will go on the credit card, and what will be paid in cash, you have control over your spending. If they are used right, credit cards give American consumers more control and flexibility over spending, which is a good thing.

Character Trait Analysis

1. The level of organization in this essay is very good.

2. The essay addresses the topic immediately and explains the writer's reasons for choosing the point of view. The point of view is very clearly stated.

3. The supporting examples are better than those in the 3 essay. They are more clear and convincing, and they are more closely tied in to the writer's argument. Notice the use of specific examples in the third paragraph of this essay. The writer ties the examples very clearly to the argument. However, the examples are not as convincing as those used in the 5 and 6 essays. Check those essays for the use of specific examples that better illustrate the writer's point of view.

4. The ideas and the vocabulary in this essay are more sophisticated than those in the 1 through the 3 essays, and the grammar generally conforms to accepted English usage. However, this essay lacks the depth of the 5 and the 6 essays.

Model Essay — Holistic Score 5

Introduces subject and states point of view.

Credit cards have had a profound impact on the way people spend money. Using credit cards can have both benefits and disadvantages. Ultimately, it is the judgment of the consumer that tips the scale.

States one reason for point of view, giving supporting details.

Using a credit card means maximum flexibility in buying necessities and luxury items. For example, if an item is on sale, the consumer can take advantage of the savings by using a credit card. Using credit cards can also mean that a consumer can make purchases that would otherwise be out of reach. Many people would find it extremely difficult to save up the amounts needed to buy a major appliance or a piece of electronic equipment. With a credit card's monthly payment plan, these purchases become possible to far more people than ever before.

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States another reason for point of view, giving supporting details.

On the other hand, credit card buyers can accumulate large debts in a very short time. With the increasing number of cards being offered now, it is especially easy to overspend. Many people end up buying items they don't really want or need. The high interest payments on many cards can fool people, too. They end up not only overspending, but stuck with big monthly bills.

Summarizes what has been written, restating the point of view.

As you can see, credit cards have revolutionized people's buying habits. Consumers can buy more goods and services more quickly than ever, using credit cards. Unfortunatley, they can also get into debt more deeply and rapidly than they could before the days of credit cards. Only the consumer's good judgment can insure that the positive side of using credit cards outweighs the negative one.

Character Trait Analysis

1. Both the 4 and the 5 essays have a very good level of organization. This essay's style indicates that the writer has had more practice writing this type of essay. See below.

2. This essay is more interesting to read than the 4 because of the writer's greater command of the language and larger vocabulary. The writer is able to give clear and specific examples and explanations for the opinions stated, and the argument is always clear and easy to follow.

3. The essay flows smoothly and has few problems with usage.

4. Although the examples used in this essay are good, they are not as specific and vivid as those in the 6 essay. Therefore, this essay lacks the impact of the 6 essay.

Model Essay — Holistic Score 6

States the point of view and elaborates on the two sides of the argument.

Credit cards have brought the American consumer greater freedom than ever before. But they have also brought greater dangers. Because credit cards have enlarged the choices available to us, they demand that we take greater responsibility for our spending.

First reason for the point of view is given with very specific examples, including convincing details closely tied into argument.

One way in which credit cards allow us to spend more responsibly is through the greater flexibility that they offer us. A wise consumer can plan to take advantage of seasonal sales, using credit cards to stock up on linens during the January white sales, or to buy a winter coat during the spring end–of–season sales. Considerable savings can result from this type of planning ahead which might not be possible to someone without the option of credit.

Second reason for the point of view is given. Contrasting argument shows author is aware of opposing views. Again, specific, convincing details used to support argument.

Yet credit cards also allow us to spend more irresponsibly. When using their credit cards consumers may tend to forget about the monthly interest payments, which are a big addition to the cost of an item. Using a credit card to pay for a restaurant meal for example, might mean that you are spending several additional dollars, just for the "privilege" of not using cash.

Point of view restated clearly and expanded upon.

Freedom always brings with it responsibility. Credit cards have brought both to the American consumer. If we learn to use them wisely, we can enjoy the freedom they bring us. If not, we may find ourselves paying even more heavily than before for irresponsible spending.

Character Trait Analysis

1. The essay shows a high level of organizational ability and a solid command of the English language.

2. The writer has a smooth and confident writing style. This comes from practicing the writing process.

3. The examples that support the writer's point of view are very specific and easy to grasp. The writer ties them in very closely with the argument. Because the examples so clearly show why the argument is right, the writer pulls the reader along. Instead of just saying that "credit cards let you take advantage of sales," the writer mentions the January white sales and the spring end–of–season sales, showing the reader clearly how certain purchases have to be made at certain times to take advantage of sales and their savings.

4. This essay is not perfect. There are some awkward phrases and some errors in punctuation. However, these mistakes are not enough to detract from the overall effectiveness of this essay.

HANDOUT L[5]

Test of Test–Wiseness

> *Freshmen who are preppies have a great advantage . . . They . . . arrive at college well–versed in the techniques of the essay question, and could pad their paragraph with such useful phrases as "from a theoretical point of view," or "on first inspection we may seem to discern a certain attitude which may well survive even closer scrutiny," and so forth. This sort of wind can sail you halfway through an hour test before you have to lay a single fact on paper.*

— Reprinted from *The Class* by Erich Segal, Bantam Publishers

The great advantage that Segal describes is part of what preppies learn at college–preparatory schools. They learn the art of taking tests — a skill you, too, can learn. This is especially important when you realize that tests measure more than your knowledge of a subject. They also measure your knowledge of how to take test, your test–wiseness.

Test of Test–Wiseness

The test below measures your test–wiseness. Content knowledge is not necessary. The answers to all questions can be determined through test–taking skill. After finishing the exam, score it using the key which begins on page 4 of Handout L. Specific test–taking strategies are explained there. Follow specific directions given for each section.

MULTIPLE–CHOICE QUESTIONS
Credit: 2 points each
Underline the correct answer for each multiple–choice question.

1. SQ3R is
   a. a study plan.
   b. a kind of test.
   c. a course number.
   d. none of the above.

2. The first thing you should do when taking a test is
   a. has a sharpened pencil.
   b. looks over all the questions.
   c. read the directions.
   d. asks the teacher for clarification of directions.

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[5] *College Learning and Study Skills* by Longman and Attison (pp. 206–211). Reproduced with permission from West Publishing Company.

(Handout L p.2)

3. Which of the following is true of standardized reading exams?
   a. Standardized reading tests require no special test–taking skills.
   b. A score on a standardized reading test may equal the number of right answers minus a percentage of the number of wrong answers.
   c. Always guess on standardized tests.
   d. Standardized tests are never timed tests.

4. If you do not understand a question during a test you should
   a. ask a friend to explain it to you.
   b. skip that question.
   c. look it up in your textbook.
   d. ask the instructor for clarification.

5. Response choices are found on
   a. an objective test.
   b. a multiple–choice test.
   c. an essay test.
   d. all of the above.
   e. A and B only.

6. All of the following are parts of a study plan except:
   a. reviewing information frequently.
   b. copying another person's notes.
   c. surveying a chapter.
   d. reading assignments.

7. Which of the following should not be done before taking a final exam?
   a. Review study notes.
   b. Find out when and where the test will be given.
   c. Determine if the test will be comprehensive or noncomprehensive.
   d. Become anxious.

8. An illusion is
   a. something that is not really there.
   b. an allusion.
   c. the same as elusive.
   d. another word for illustration.

9. The capital of Canada is
   a. New York City.
   b. Paris.
   c. Ottawa.
   d. Dallas.

10. The SQ3R study plan was developed in the 1940s by
    a. Francis Robinson.
    b. George Washington.
    c. Michael Jackson.
    d. Christopher Columbus.

(Handout L p.3)

TRUE–FALSE QUESTIONS

Credit: 5 points each

Respond to each question by writing the word **True** *or* **False** *in the blank.*

1. ________ You should always answer every question on every test.
2. ________ All exams are comprehensive.
3. ________ Never study with a partner.
4. ________ Some tests are too lengthy to complete in the allotted time.
5. ________ A test may not be without poorly worded questions.
6. ________ Following directions is not unimportant.

MATCHING QUESTIONS

Credit: 4 points each

Write the letter of the correct answer in the blanks. Answers may be used more than once.

1. _____ George Washington
2. _____ SQ3R
3. _____ example of an objective test
4. _____ example of a subjective test
5. _____ a written theme

a. a study plan
b. multiple–choice
c. essay
d. president

MATH QUESTIONS

Credit: 10 points each

Write your answers in the blanks.

1. ________ A container holds 20 gallons. It is 3/5 full. How many gallons do you need to fill the container?
2. ________ 20,819 + 74,864 =
   a. 10,993
   b. 95,683
   c. 95,666
   d. 85,333

Test of Test–Wiseness Key and Test–Wise Strategies

The Test of Test–Wiseness looks at your test–taking skills. When taking any test, it is important you preview the test and carefully follow directions. If you previewed this test, you probably realized the test contained more multiple–choice questions than any other type. However, multiple–choice questions received the least amount of credit. If you spent too much time on these questions, you might have failed to complete questions with higher point values.

Directions had to be followed exactly. If you failed to underline answers to the multiple–choice section, count them as incorrect. If you responded to the true–false questions with letters instead of the entire word, count them as incorrect. All other answers should have been written in the blanks to the left of the questions for credit.

Responses on any test are often designed to be similar and confusing. Whenever possible, after you read the question, you should answer it in your own words without looking at the responses given. Then, you search for a response that matches your answer.

The following test–wise principles are no substitute for study and preparation. They can, however, help you eliminate choices and make educated guesses. The principle to remember is underlined.

MULTIPLE–CHOICE QUESTIONS

Question #1. If you don't know an answer, skip it and go on. Don't waste time mulling over an answer. Go on to the questions you know. Often a clue to the answer is found somewhere within the test. In this case, the clue is in question #10. The answer is A.

Question #2. Eliminate grammatically incorrect responses. Sometimes, a question will be poorly worded. The only grammatically correct choice in this question is answer C. Misuse of *a/an* is also a common grammatical error found in test questions.

Question #3. Often the longest choice is correct. A response may be lengthy in order to make the correct answer absolutely clear. The correct answer is B.

Questions #4 and #5. Be sure the right choice is the best choice. At first glance, answer B seems correct for #4; however, further examination of choices reveals that answer D is a better choice. Watch for "all of the above," "none of the above," and paired choices. Answer D is the correct answer for question #5.

Questions #6 and #7. Read questions carefully. *Not* and *except* are small words, but they completely change the meaning for the question. The careless reader would interpret question #6 as asking for a part of a study plan. Such a reader would also interpret question #7 as asking for a procedure to be done before taking a final exam. The correct response for question #6 is B. The correct response for question #7 is D.

Question #8. Responses which look like the word to be defined are usually incorrect. *Allusion, elusive,* and *illustration* all resemble they word *illusion.* These are called attractive distractors because they look so appealing. They are almost always poor choices. The answer, therefore, is A.

Questions #9 and #10. If you do not know what the answer is, determine what the answer is not. Eliminate silly choices and use common sense. You may not know the capital of Canada. However, you should realize that New York City and Dallas are in the United States and Paris is in France. Only answer C remains. For question 10, answer C is silly. Answers B and D are ruled out because neither Christopher Columbus nor George Washington was alive in the 1940s. Answer A is correct.

TRUE–FALSE QUESTIONS

Questions #1, #2, #3, and #4. Look for words which determine limits. Words like *always, never, none, every,* and *all* place no limitations on meaning. Words like *some, few, often, many,* and *frequently* limit meaning and are better choices. If you can think of one example which contradicts an unlimited meaning, then it is false. For example, the answer to question #1 is false. This is because you wouldn't answer every question if a percentage of wrong responses were to be subtracted from the total of correct choices. The answers to questions #2 and #3 are also false. The answer to #4 is true.

Questions #5 and #6. Watch for double negatives. Just as multiplying two negative numbers equals a positive number, two negative words in a sentence indicate a positive relationship in standard English usage. In #4 *not* and *without* cancel each other. The idea of the sentence is that a test may have poorly worded questions. The answer to #5, then, is true. In #6 the word *not* and the prefix *un* cancel each other. The meaning of the sentence is that following directions is important. The answer to #5 is true.

MATCHING QUESTIONS

Matching sections are somewhat like multiple-choice tests. Thus, the same principles apply. However, there are some strategies for use with matching sections. Often the two items being matched rely on an implied rather than a stated association. You are looking for items related in some way. These relationships include a word and its definition, a person and a noted accomplishment, a step in a process and the process from which it comes, etc. As with other questions, complete items you know first. Use the side with the longer responses as your question side. This keeps you from repeatedly reading through numerous lengthy responses. When responses are used only once, do not blindly fill in the last question with the only remaining choice. Check to make sure it fits. If not, recheck all answers.

The answers to the matching section are as follows: #1 – D; #2 – A; #3 – B; #4 – C; #5 – C.

MATH QUESTIONS

Many good math students have difficulty with word problems. Panic prevents them from translating a word problem into a numerical one. Thus, the first step in solving math problems is to remain calm and avoid negative thinking. Second, picture the problem in your mind. This allows you to determine what the question is asking. Next, identify your facts and the processes required. If possible, estimate the response. Work the problem and check it against your estimate. Recheck if necessary.

Problem #1. Picturing the problem reveals an everyday situation. You have a container which is partially filled, and you want to know how much is needed to fill the container. You have the following facts: a 20–gallon container which is 3/5 filled. You will need to multiply 3/5 and 20 to find out how much is in the container. Then you subtract that amount from 20 to find out how much more can be put in the container. You know that the container is more than half full but less than 3/4 full. 1/2 of 20 is 10 and 3/4 of 20 is 15. The container holds between 10 and 15 gallons now. Subtracting those amounts from the total results in an estimate of 5 to 10 gallons. The problem is worked in the following manner:

$$3/5 \times 20 = 12$$
$$20 - 12 = 8$$

The answer is 8. 8 is within the estimated range.

Problem #2. Standardized math tests provide a choice of answers. You can save time by estimating answers and eliminating responses. In this problem, adding the final digits (9+ 4 = 13) indicates that the response must end in 3. This eliminates answer C. Rounding off the two figures results in 21,000 and 75,000. The sum of the rounded figures is 96,000. The answer which is closest to the estimate is answer B.

HANDOUT M

True or False?

Please check either true or false next to each statement below.

	True	False
1. You can catch TB by drinking from a water fountain after someone who has TB drank from it.		
2. Until recently, TB was rare in the U.S.		
3. People with HIV can catch TB more easily.		
4. People who are regularly exposed to TB should be tested every 6–12 months.		
5. People who test positive for TB always become active with the disease.		
6. A well-aired room can help stop the spread of TB.		
7. TB is spread by coughing.		
8. Coughing all of the time, fatigue, and coughing up blood are symptoms of people with active TB.		
9. TB cannot be spread to anyone.		
10. People who have tested positive for TB should have a chest X-ray once every five years.		

KEY TO HANDOUT M

True or False?

1. False
2. True
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. False

HANDOUT N

Are You Aggressive? Passive? Assertive?

Directions: For each story, check what you think you would do. Something like these stories may have already have happened to you. If not, maybe they will when you leave the facility. What's your "best guess" about how you would react?

1. You have just gone to bed. The person in the next bed has his headphones up so loud you can hear them and you can't get to sleep. You . . .

____ ask him to turn the volume down so you can get to sleep.
____ try to ignore it and "count sheep."
____ demand he stop right now.
____ make a lot of noise when you wake up the next morning.

2. You have been waiting at the Social Services office and notice that several people who came in after you are being waited on ahead of you. You . . .

____ yell to the caseworkers that you were here first and demand service.
____ give the caseworker an angry look to get her attention.
____ tell the caseworker that you've been waiting longer than the other people and would like to be seen next.
____ wait without saying anything because the caseworker looks so busy.

3. You write a letter to your girl friend and ask her to visit you the next weekend. You don't hear from her and you don't get a visit. You . . .

____ call her up and tell her that you're sick of her ignoring you and hang up the phone.
____ cover up your feelings and pretend nothing happened the next time she visits.
____ write her a letter and tell her you feel hurt by her actions and that you want to see her and hear from her often because you care about her.
____ give her the silent treatment when you see her the next time without saying why you're upset.

(Handout N p. 2)

4. While talking to an inmate, you remember that she borrowed a tape from you two weeks ago and hasn't given it back. She says she did give it back to you. You . . .

____ tell her that she did not give it back to you and you want it back.
____ tell her you're not ever going to let her borrow anything again, because she lost your tape.
____ say nothing, because she will tell her friends about it and you might get hurt.
____ yell at her about the new tape she has because she should have used her commissary money to buy you a new tape.

5. Your sister has been dropping her kids off with you every day while she's looking for a job. You want to help her, but its starting to interfere with your own plans. You . . .

____ tell her that she never thinks of anyone but herself, and that you have a life too.
____ don't say anything because sisters always help each other.
____ blow up when she's late picking up the kids.
____ tell her that you need time for your own needs and that you won't be able to watch the children every day.

6. Your friend is always at least a half hour late whenever you meet. You are annoyed by having to always wait for him. You . . .

____ tell him that you are annoyed by his lateness, and ask him to be on time when you get together.
____ make him wait for you the next time you get together.
____ tell him he can never get his act together, and you're not going to sit around waiting for him anymore.
____ keep your feelings to yourself because you don't want to anger him.

7. Your mother always criticizes you, even now. When she comes to visit, she tells you how you should live your life. You feel angry when she criticizes you. You . . .

____ tell her you get angry when she criticizes you, and ask her to stop since you will decide what is best for you.
____ tell her you got into trouble and you can't have any visitors.
____ say nothing because she wouldn't listen to what you have to say anyway.
____ end up in a argument with her, and tell her she has no right to tell you what to do.

8. Your spouse never helps you with your children. You are feeling resentful about having to do everything alone. You . . .

____ tell your spouse about how tired you are, and hope that s/he will help more.
____ yell at your spouse for never helping out.
____ tell your spouse that you feel resentful about doing all of the work, and ask to split up the chores.
____ complain to your friends about your spouse.

9. One of the CDs you bought has a scratch on it. You try to take it back and are told that the manager isn't there. You come back several times and he still isn't there. You finally meet the manager and you . . .

____ yell at him about the CD, how bad the service is, and what a poor manager he is.
____ explain that it costs you money to keep coming back and you want the CD replaced right now.
____ say nothing because you're afraid of being a pest.
____ complain to your friends about what a bad place the store is.

10. When he visits you, your five-year-old son tells you that one of the other kids at his school is hitting him and pushing him around, and he doesn't want to go back. You tell him . . .

____ to hit and push back if it happens again.
____ to tell his teacher the next time it happens, and get help.
____ to stay away from the other kid.
____ to try to stay away from the other child, but to tell the teacher every time he sees the other kid doing something wrong.

KEY TO HANDOUT N

Are You Aggressive? Passive? Assertive?

The communication style used in each instance is labeled as follows:
AG = Aggressive AS = Assertive P = Passive PA = Passive Assetive

Directions: For each story, check what you think you would do. Something like these stories may have already have happened to you. If not, maybe they will when you leave the facility. What's your "best guess" about how you would react?

1. You have just gone to bed. The person in the next bed has his headphones up so loud you can hear them and you can't get to sleep. You . . .

AS ask him to turn the volume down so you can get to sleep.
P try to ignore it and "count sheep."
AG demand he stop right now.
PA make a lot of noise when you wake up the next morning.

2. You have been waiting at the Social Services office and notice that several people who came in after you are being waited on ahead of you. You . . .

AG yell to the caseworkers that you were here first and demand service.
PA give the caseworker an angry look to get her attention.
AS tell the caseworker that you've been waiting longer than the other people and would like to be seen next.
P wait without saying anything because the caseworker looks so busy.

3. You write a letter to your girl friend and ask her to visit you the next weekend. You don't hear from her and you don't get a visit. You . . .

AG call her up and tell her that you're sick of her ignoring you and hang up the phone.
P cover up your feelings and pretend nothing happened the next time she visits.
AS write her a letter and tell her you feel hurt by her actions and that you want to see her and hear from her often because you care about her.
PA give her the silent treatment when you see her the next time without saying why you're upset.

(Key to Handout N p.2)

4. While talking to an inmate, you remember that she borrowed a tape from you two weeks ago and hasn't given it back. She says she did give it back to you. You . . .

AS tell her that she did not give it back to you and you want it back.
PA tell her you're not ever going to let her borrow anything again, because she lost your tape.
P say nothing, because she will tell her friends about it and you might get hurt.
AG yell at her about the new tape she has because she should have used her commissary money to buy you a new tape.

5. Your sister has been dropping her kids off with you every day while she's looking for a job. You want to help her, but its starting to interfere with your own plans. You . . .

PA tell her that she never thinks of anyone but herself, and that you have a life too.
P don't say anything because sisters always help each other.
AG blow up when she's late picking up the kids.
AS tell her that you need time for your own needs and that you won't be able to watch the children every day.

6. Your friend is always at least a half hour late whenever you meet. You are annoyed by having to always wait for him. You . . .

AS tell him that you are annoyed by his lateness, and ask him to be on time when you get together.
PA make him wait for you the next time you get together.
AG tell him he can never get his act together, and you're not going to sit around wait ing for him anymore.
P keep your feelings to yourself because you don't want to anger him.

7. Your mother always criticizes you, even now. When she comes to visit, she tells you how you should live your life. You feel angry when she criticizes you. You . . .

AS tell her you get angry when she criticizes you, and ask her to stop since you will decide what is best for you.
PA tell her you got into trouble and you can't have any visitors.
P say nothing because she wouldn't listen to what you have to say anyway.
AG end up in a argument with her, and tell her she has no right to tell you what to do.

8. Your spouse never helps you with your children. You are feeling resentful about having to do everything alone. You . . .

P tell your spouse about how tired you are, and hope that s/he will help more.
AG yell at your spouse for never helping out.
AS tell your spouse that you feel resentful about doing all of the work, and ask to split up the chores.
PA complain to your friends about your spouse.

9. One of the CDs you bought has a scratch on it. You try to take it back and are told that the manager isn't there. You come back several times and he still isn't there. You finally meet the manager and you . . .

AG yell at him about the CD, how bad the service is, and what a poor manager he is.
AS explain that it costs you money to keep coming back and you want the CD replaced right now.
P say nothing because you're afraid of being a pest.
PA complain to your friends about what a bad place the store is.

10. When he visits you, your five-year-old son tells you that one of the other kids at his school is hitting him and pushing him around, and he doesn't want to go back. You tell him . . .

AG to hit and push back if it happens again.
AS to tell his teacher the next time it happens, and get help.
P to stay away from the other kid.
PA to try to stay away from the other child, but to tell the teacher every time he sees the other kid doing something wrong.

HANDOUT O

Feelings Inventory

Nervous
Excited
Happy
Angry
Sad
Afraid
Anxious
Jealous
Ashamed
Bored
Lonely
Tense
Grateful
Repulsed
Depressed
Proud
Loving
Hurt
Frustrated
Confident
Shy
Superior
Inferior
Joyful
Sympathetic
Envious
Rejected
Content
Impatient
Silly
Calm
Overwhelmed

HANDOUT P

Do You Get What You Want When You Argue?

Directions: Check off the statements that are true for you or for your partner.

_______ 1. One of us usually ends up shouting when we argue.

_______ 2. We hardly ever solve the problem we were arguing about.

_______ 3. My partner just doesn't care about my needs.

_______ 4. We argue about the same things over and over.

_______ 5. I wish I could take back some of the things I say when I'm angry.

_______ 6. I hold things in and then explode over something small.

_______ 7. I often give in just to keep peace.

_______ 8. I don't usually say how I'm feeling when I'm angry.

_______ 9. I usually find a way to get even if I've lost an argument.

_______ 10. My partner always gets things his/her way.

_______ 11. My partner will walk out in the middle of an argument.

_______ 12. We argue a lot about our kids.

_______ 13. We argue a lot about money.

_______ 14. Sometimes we start calling each other names and say mean things.

_______ 15. When we argue, I bring up things from the past that I'm still mad about.

_______ 16. My partner never listens to what I have to say.

_______ 17. It feels like nothing ever changes, no matter how much we argue about it.

_______ 18. I often give my partner the silent treatment instead of arguing.

_______ 19. My partner usually blames me when he/she's mad about something.

_______ 20. I can't forgive my partner for the things he/she has said or done.

HANDOUT Q

Who Am I?

1. The word which best describes me is________________________.

1a. The best thing about being____________________ is

____.

1b. The worst thing about being____________________ is

____.

2. The people in the class would describe me as________________.

3. My family would describe me as___________________________.

4. I wish I were____.

5. I would like people to describe me as______________________.

HANDOUT R

Examples of Self-Defeating Behaviors

Feelings of inferiority
Feelings of rejection
Procrastination
Feeling I can't compete
Fear of failure
Fear of groups
Achieving below my potential
Perfectionism
Too dependent on others
Extreme nervousness
Lack of motivation
Compulsive behavior
Lying
Compulsive sexual behavior
Overeating
Boredom
Alcoholism
Insecure feelings
Excessive worry
Feelings of meaninglessness
Depression
Feelings of loneliness
Unforgiving of self
Fear of the unknown
Drug abuse
Can't concentrate
Folding up under pressure
Jealousy
Temper
Can't make decisions
Being phony
Feelings of anger
Defensiveness
Excessive guilt
Fear of stating my opinion
Negative attitudes
Excessive daydreaming
Fear of expressing deep feelings
Feelings of social inferiority
Inability to say "no"
Conflict with people in positions of authority
Difficulty in sleeping
To know what I want to say but not be able to get the right words out
Being unorganized
Fear of being myself
Feeling pushed or pressured
Feelings of hatred
Unrealistic expectations of myself
Unhappiness created in myself
Lack of confidence in myself
Don't trust others
Fear of commitment
Feelings of worthlessness
Fear of rejection
Fear of taking a test
Fear of death
Fear of hurting others
Avoiding responsibility
Excessive attempts to please others
Inability to give myself in a loving relationship
Feelings of hostility
Feelings of inadequacy
Can't get along with people
Forgetful
Feelings of resentment
Feelings of frustration

HANDOUT S

Career Action Plan

Fill in the information for the job you would like to get.

Job Title ____________________ **Salary Range** ____________________

Duties of Job ____

____

____

____

Which skills do I already have?

____

____

____

____

What training do I already have?

____

____

____

____

(Handout 5 p. 2)

What special skills/experience can I bring to this job? What additional training is available here?

____

____

____

What action steps do I need to plan to get this job when I am released?

____

____

____

HANDOUT T

Resume and Interview Information

PERSONAL DATA

Name ______________________ Date of Birth ______________________

Social Security Number ____

EDUCATION

School ______________________ Dates Attended ______________________

Address ______________________ Phone ______________________

School ______________________ Dates Attended ______________________

Address ______________________ Phone ______________________

WORK EXPERIENCE (Volunteer Work Included)

Company ______________________ Dates Employed ______________________

Address ______________________ Phone ______________________

Work Performed ______________________ Supervisor ______________________

(Handout I p.2)

Company		Dates Employed	
Address		Phone	
Work Performed		Supervisor	
Company		Dates Employed	
Address		Phone	
Work Performed		Supervisor	

REFERENCES (Other than Employers)

Name		Title/Occupation	
Address		Phone	
Name		Title/Occupation	
Address		Phone	
Name		Title/Occupation	
Address		Phone	

MISCELLANEOUS INFORMATION

HANDOUT U

Sample Interview Questions[6]

Prepare answers for each of the interview questions.

1. What are your strengths? *(Talk about the strengths in terms of specific skills necessary for the position you are applying for.)*

2. What are your weaknesses? *(Keep the answer work-related. Present what is normally considered a strength as a weakness. EXAMPLE: "I work too hard.")*

3. How does your experience relate to the job you are applying for? *(Relate your experiences to the requirements of the position.)*

4. Why did you leave your former job? *(If this is possibly a damaging question, prepare an appropriate response. Be prepared to address the gap in your employment while incarcerated. You do not need to volunteer that information. If before you were incarcerated you left your last job for economic reasons, say so. If you were fired, choose an answer that is truthful and comfortable for you to say, such as, "I took a job that was really not right for me." Do not talk about a personality conflict with an employer.*

5. Is there someone we can contact who is familiar with you and your work? *(If you are going to give names of former employers, let them know ahead of time that they might be contacted.)*

6. Where do you see yourself five years from now? *(Show that you are serious about working and advancement.)*

7. Why do you want to work for this company? *(Do not say, "Because I need a job." Answer why you would like to work for this particular company or organization.)*

8. Tell me about yourself. *(Have a short statement ready that will let the interviewer get to know you, such as where you were born and raised, where you went to school, etc. Be imaginative.)*

---

[6] *Resumes and Job Interviews: Presenting a Positive Image* by BJ Smith Associates. Adapted with permission from BJ Smith Associates.

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HANDOUT V

Legal vs. Illegal Questions[7]

The following questions are **illegal** when asked in an interview situation:

Do you prefer to be addressed as Mrs.? Miss? Ms.?
Are you married? Single? Divorced?
Where does your spouse work?
What is your maiden name?

What is the name and address of a person to be notified in an emergency?[8]

Do you have children?
Are you pregnant?
Do you use birth control?
What are your child care arrangements?

How old are you?
Where were you born?
What church do you attend?
What is your race or ethnicity?
Do you have any physical disabilities?

The interviewer **can** legally ask:

Where do you live? How long have you lived there?

What languages can you speak? Write? Read?

Do you have a legal right to work in the United States?

---

[7] *Resumes and Job Interviews: Presenting a Positive Image* by BJ Smith Associates. Adapted with permission from BJ Smith Associates.

[8] If you are hired by the firm, it is legal to ask for this information for personnel records. It is not, however, legal to ask this in an interview situation.

HANDOUT W

Weighing the Risk[9]

The following are illegal questions you may be asked during an interview, particularly if you are a woman. Prepare answers that show that you are ready and willing to work, and that you take yourself seriously. If you feel very sure of yourself and the risks involved, you may choose to indicate that you consider the question irrelevant and/or not work-related. Sample answers are given for the first two questions.

1. *What provisions have you made for your children?*

LOW RISK: I have made arrangements for child care so that I can work effectively. That was one of the first things I took care of. I wouldn't be interviewing for a full-time position if I hadn't.

HIGH RISK: Do you also ask that question of men? I assure you I can handle this job.

2. *What does your partner think of your working long hours?*[10]

LOW RISK: He approves and is very supportive, but I try to keep my home life and work separate.

HIGH RISK: I don't see how that question is relevant.

3. *Have you ever been arrested?*[11]

4. *Why are you still single?*

5. *Our last girl always made coffee; you wouldn't mind, would you?*[12]

---

[9] *Resumes and Job Interviews: Presenting a Positive Image* by BJ Smith Associates. Adapted with permission from BJ Smith Associates.

[10] These questions would be legal only if you had *already* given information about your marital status, children, etc.

[11] This question need not be answered unless it is an interview for a law enforcement position.

[12] This would be an acceptable question only if making coffee is written into the job description.

HANDOUT X

Ask! Tell! Talk Straight!

Directions: While your instructor explains this handout, write down key phrases that will help you remember the meaning of each of the three phrases below. When the instructor finishes, try to think up an example of when this model could be used. For your example, write down what you would say for each phrase.

Ask!

Tell!

Talk Straight!

HANDOUT Y

Role–play

Directions: One volunteer assumes the role of the employee, and another volunteer assumes the role of the boss. After reading the scenario, the volunteers act out an angry interaction between the employee and the boss. After the class discusses how the Ask! Tell! Talk Straight! model can be used to resolve this situation, two new volunteers illustrate how the interaction can change using the model.

Scenario:

The employee's job is to pack widgets into boxes and to prepare the boxes for shipping. A large order of boxes was supposed to be shipped as soon as possible this morning. However, the employee did not finish packing widgets into all of the boxes yesterday because s/he ran out of widgets. When the employee tried to get more from the boss, the boss had already left for the day.

This morning, the boss is angry because the employee arrives late to work. The employee is late because the train was late. He/She has a note from the Transit Authority proving that the train really was late.

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APPENDIX A

Executive Summary

The Challenge of Service Provision for Incarcerated Youth

The challenge of providing services for incarcerated youth arises, in part, because there are the competing priorities within correctional facilities of custody and supervision, work, and provision of programs. Clearly, custody and supervision win, posing serious problems for education program providers.

While adult corrections may even display ambivalence about the necessity of providing programs, few would argue with the system's task to divert young offenders from further delinquent activity and subsequent adult criminal behavior. Unfortunately, there is little concurrence on how the system should divert or rehabilitate young offenders.

What is known, however, is that the data paints a bleak portrait of youth entering the juvenile confinement system who are in need of education, marketable skills, a sense of self-worth, special education for learning and other disabilities, family planning and sexuality education, alcohol and/or other drug education and intervention, to mention a only a few. The needs are many and the time for intervention is oh so brief!

In reviewing the programs which do exist for juvenile confinement, it's clear that meeting the myriad needs of young offenders should include both involving incarcerated youth in accessing and planning their rehabilitation and ensuring an accurate and complete assessment. This assessment should include education, previous employment, family history, drinking and drug use history, special education needs, high-risk health behaviors, and transitional needs. Education and employment training is inextricably linked to a successful transition and must be included. However, since youthful inmates may not have to attend any programs, promoting or marketing the facilities' program offerings also becomes critical.

Finally, the facility plus the transition period and the extent to which its programs are meeting the needs of young offenders must be assessed. Resources such as education, special education, career assessment, employment training, life skills, and community support must be examined both as entities and as collective parts of a broader system. Staff development for those involved in the periods of incarceration and transition is critical to the overall success of programming for incarcerated youth.

For a copy of the full literature review, *The Challenge of Service Provision for Incarcerated Youth*, contact:

Hudson River Center for Program Development, Inc.
102 Mosher Road, Glenmont, NY 12077
phone: (518) 432-4005 fax: (518) 427-9718
e-mail: smith@aol.com

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APPENDIX B

Special Services

The American Council on Education, the organization that sponsors GED Testing, permits candidates with documented disabilities, either physical or learning, to request modification(s) of the testing conditions. Modifications are granted for specific learning disabilities such as dyslexia. Full documentation of the request must be provided by a professional with experience in diagnosing Specific Learning Disabilities. Accommodations that may be approved include extended time and use of a scribe. Candidates who have limited vision may be provided with a Large Print Edition or an Audiocassette Edition with a printed reference copy. Hearing–impaired individuals may be provided with an interpreter.

Listed below are the procedures for requesting a modification for the High School Equivalency Exam:

1. Send a completed application to: *H.S. Equivalency Programs and GED Testing Unit, P.O. Box 7348, Albany, NY 12224.*
2. On the application, students are to list test centers only. Dates for testing will be set upon approval.
3. To the application, attach a cover letter requesting specific modification(s) and signed by the teacher.
4. To the application, attach documentation that supports the modification(s) from a licensed professional qualified to diagnose the physical or learning disability.
5. When the application is approved, the chief examiner at the testing site, test candidate, and teacher will be notified. The approval process can take up to three months.

APPENDIX C

Sample Rap Sheet

CRIMINAL HISTORY

ARREST INFORMATION	ARREST CHARGES	DISPOSITION AND CORRECTIONS DATA
ARR DT/PL 05-28-69 NEW YORK COUNTY CRM DT/PL 05-28-69 NEW YORK COUNTY ARR#/AGY B580779 NYCPD PCT 028	ROB:FORCBLE THEFT W/ DEDLY WEAP 160.15 PL CLASS B FEL NCIC 1299 DANG INST/INT USE ILL 2ND OFF 265.05 PL CLASS D FEL CTS 02 NCIC 5212	— DISPOSITION — 10-30-69 SUP CRT NY CO IND # 3322-69 CONVICTED UPON PLEA OF GUILTY THE FOLLOWING CHARGE(S): ROBBERY-3RD 160-05 PL GLASS D FEL SENT: 4 YRS MAX — CORRECTIONS DATA — 10-30-69 ADMISSION TERM: 4 YRS MAX NYS DEPT CORR INMATE ID NO 144617 02-15-71 PAROLED OR REPAROLED 02-15-71 RELEASED TO PAROLE 02 YRS 07 MOS ID UNKNOWN ASSIGNED: ALBANY 06-07-71 DISCHG-REVOKED CERTIFICATE OF RELIEF, ORIGINAL TYPE B CRIM CRT NEW YORK ISS 09-20-72 PERM 01-29-74
ARR DT/PL 03-23-76 ALBANY CRM DT/PL 03-23-76 ALBANY ARR#/AGY 01300165 ALBANY PD CRT CON# 03318606M	ASLT W/INT CAUSES PHYS INJURY 120.00 PL CLASS A MISD CTS 11 NCIC 1313 POSSESSION OF BURGLAR TOOLS 140.35 PL CLASS A MISD CTS 04 NCIC 2206	— DISPOSITION — 03-24-76 CO CRT ALBANY IND # 76-5495 DISMISSED
ARR DT/PL 10-25-80 SUFFERN CRM DT/PL 10-25-80 SUFFERN ARR#/AGY 330-80 SUFFERN VG PD FAX NO SR00843	BURGLARY-3RD 140.20 PL CLASS D FEL NCIC 2299	— DISPOSITION — 10-26-80 VJ SUFFERN DKT # 80/2345 ADJ CONTEM OF DISM-CPL 170.55 THE FOLLOWING CHARGE(S): BURGLARY-3RD 140.20 PL CLASS D FEL • • • • • 04-26-81 VJ SUFFERN DKT # 80/2345 DISMISSED BURGLARY-3RD 140.20 PL CLASS D FEL • • • • • 04-26-81 VJ SUFFERN DKT # 80/2345 SEALED 160.50
ARR DT/PL 12-21-83 YONKERS CRM DT/PL 12-21-83 YONKERS ARR#/AGY UNKNOWN WESTCHESTER PUB SA	PETIT LARCENY 155.25 PL CLASS A MISD CTS 10 NCIC 2399 OPER VEH INFL DRUGS - 1ST OFF 11920 VTS CLASS U MISD NCIC 5403	NO DISPOSITION REPORTED

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APPENDIX D

Acronyms Glossary

AA	Alcoholics Anonymous
ABE	Adult Basic Education
ADA	Americans with Disabilities Act
AIDS	Acquired Immune Deficiency Syndrome
APC	Action for Personal Choice
ATI	Alternatives To Incarceration
BOCES	Boards Of Cooperative Educational Services
CBO	Community-Based Organization
DCJS	Division of Criminal Justice Services
DWAI	Driving While Ability Impaired
DWI	Driving While Intoxicated
EPE	Employment Preparation Education
ESOL	English for Speakers of Other Languages
FAS	Fetal Alcohol Syndrome
FBI	Federal Bureau of Investigations
GED	General Educational Development
HIV	Human Immunodeficiency Virus
LEA	Local Education Agency
LVA	Literacy Volunteers of America
NA	Narcotics Anonymous
NYSDCJS	New York State Division of Criminal Justice Services
TABE	Tests of Adult Basic Education
VATEA	Vocational and Applied Technology Education Act
WIIFM	What's In It For Me